REPORT RESUMES

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FELS FOUNDATION PROJECT FOR DEVELOPING YOUTH POTENTIAL.

BY- BAIR, ROBERT A. AND OTHERS

KINGS COUNTY SUPT. OF SCHOOLS OFFICE

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THE OPERATION OF THE FELS FOUNDATION PROJECT FOR DEVELOPING YOUTH POTENTIAL IN HANFORD, CALIFORNIA, IS DESCRIBED. OF GENERAL CONCERN WAS THE PREPARATION OF CULTURALLY DEPRIVED CHILDREN FOR SCHOOL EXPERIENCES AND FOR FUTURE EMPLOYMENT. A MAJOR GOAL WAS TO IMPROVE THE SELF-IMAGE OF THE CHILDREN AND TO ASSIST THE PARENTS AND CHILDREN IN PROVIDING EXPERIENCES CONDUCIVE TO SUCCESS IN SCHOOL AND IN ADULTHOOD. THE REPORT INCLUDES A DETAILED RECORD OF ALL INTEGRATED ACTIVITIES. CHARTS PRESENT EVALUATIONS OF ALL PHASES OF THE PROGRAM AND OF THE BUDGET FOR ONE YEAR'S ACTIVITIES. (MC)

ED015831

FELS FOUNDATION PROJECT
FOR
DEVELOPING YOUTH POTENTIAL

RE 000 300

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Sponsored By: Joseph Fels Foundation, Inc.

Administered By: Kings County Superintendent of Schools Office
Hanford, California

Robert A. Bair,
Project Director

GERALD L. JACOBUS, Supt.

September, 1966

RE 000 300

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This report is prepared for presentation to the Joseph Fels Foundation, Inc. and to share the results of this project with others who may benefit from our experiences. The project was conducted during the 1964-66 school years and was financed by the Joseph Fels Foundation, Inc. and the California State Department of Welfare.

COOPERATING AGENCIES WHO ADMINISTERED THE PROJECT:

Hanford Elementary School District
    Dr. Maynard Liljeblad, Superintendent

Hanford Joint Union High School District
    Mr. Stratton Tarvin, Superintendent

Kings County Welfare Department
    Mr. Henry Rible, Director - 1964-65
    Mr. Paul Allen, Director - 1965-66

Kings County Superintendent of Schools Office
    Mr. Gerald L. Jacobus, Superintendent

The Fels Project for preschoolers in Kings County has been a very rewarding experience. Due to foundation support, we have been able to innovate and experiment in developing a program for the culturally different kinds of pupils in our school community. It has been a major community project which has seen the active participation of parents, school personnel and community organizations.

Gerald L. Jacobus, Superintendent
Kings County Schools
Hanford, California

The lessons learned and the experiences gathered from the past two years of providing the Fels Project experiences to nursery school children has been most rewarding and has helped the district gather many insights into the conduct and the type of program that should be offered these children. Were it not for the splendid opportunities that the Fels Foundation has presented the district in learning its basic lessons, we are certain that the Head Start Project would not be attaining the high level of success at this time. The lessons learned were most valuable.

Dr. Maynard Liljeblad, Superintendent
Hanford Elementary Schools
Hanford, California

PURPOSE AND GOALS

This project includes a preschool experience program for culturally different children, and a high school reading and orientation program.

Purpose:

The Fels Foundation Project for Developing Youth Potential is an effort designed not only to prepare culturally different children for their future school experiences, but also to assist those at the secondary level to prepare themselves for the world of work. The major goal of the program is to improve the self-image and motivation of parents and their children whose limited environmental experiences are likely to inhibit their successful performance in school. This program provides extra experiences for youngsters who come from homes where their existence is limited to the satisfaction of a few basic needs. It is assumed that these youth have the same potential as their middle class peers and that when they are provided with similar experience opportunities they too will be successful in their later school years and will become productive adult citizens.

Goals:

1. To provide these children with experiences designed to increase their listening and speaking vocabulary so when they enter kindergarten they will have experiences similar to those in the background of the middle class child.
2. To stimulate their curiosity by helping them recognize their personal worth and individuality -- field trips, movies, and appropriate play materials.
3. To stimulate them to communicate verbally with adults as well as with other children by emphasizing communication experiences and skills.
4. To increase their opportunities for creative expression through the provision of materials and toys not readily available in their homes.
5. To increase their feelings of self-esteem and self-worth and thereby develop a more adequate self-image by means of the individualized attention of parent and student assistants as well as professional personnel.
6. To show an acceptance and appreciation of certain cultural differences evident in these children (to encourage them to be able to accept themselves as they are), and to build in them the confidence that they will be accepted by others by involving the children and their parents in community experiences in which they will be naturally complimented and accepted emotionally by middle class cultural groups.
7. To develop in these children a sense of personal responsibility through supervised inter-personal relationships with each other, parent assistants and student assistants.
8. To provide models for indentification (that is, certain parent, youth, and professional leaders whose acceptance and understanding will provide a basis for identification).
9. To condition the children to accept adults as persons who are both "helpful" and "interested" in their welfare, so that later in school they will be more able to have faith in and acceptance of adult leadership.

Goals: (Continued)

10. To help the mothers and fathers of these children develop self-respect for themselves as parents and persons as they plan and participate with their children, and as they begin to realize the importance of their individual contributions to the welfare of these children through the acceptance of the professional staff.
11. To help parents to recognize their children's emotional needs.
12. To help the parents appreciate the significance of providing praise, emotional support and a variety of experiences for their preschool children in terms of their future school success.
13. Through group and leader interaction to help parents and children learn more effective methods for dealing with problems of interpersonal relationships.
14. To enable youthful leaders to develop a sense of personal significance, self-worth, and an improved self-image by sharing the responsibility of helping younger children.

PLANNING

Representatives of five community agencies and seven interested organizations cooperatively planned the program.

Most worthwhile, creative endeavors in education can trace their origin to some rare person who has initiative and insight and who is motivated by a sense of urgency to find ways of better meeting the educational needs of our youth.

We would like to recognize Charles Lavaroni, currently a school administrator in San Anselmo and previously Assistant Superintendent of Kings County Schools as that person for this project.

Personnel who have participated in the project and who have contributed to this report are:

Project Director:
Mr. Robert A. Bair
Assistant Superintendent of Schools

Preschool Experience Program for Culturally Different Children:
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Coordinator of Social Welfare and Parent Education
Mrs. Beth Chapman
Afternoon Preschool Teacher, 1964-65
Mrs. Kathleen Hammond
Principal, Lincoln School, Hanford
Mrs. Eloise Holmquist
Kings County Health Department
Mrs. Flora Lewis
Afternoon Preschool Teacher, 1965-66
Mrs. Wilda Mabry
Morning Preschool Teacher, 1965-66
Mrs. Leona Morse
Community Coordinator, 1965-66
Mrs. Rachel Orendain
Matron, Preschool Program, 1964-65
Mr. Robert G. Painter
Coordinator, Kings County Superintendent of Schools Office
Mrs. Mary Ann Sands
Morning Preschool Teacher, 1964-65
Mrs. Rosemarie Serna
Matron, Preschool Program, 1965-66
Mrs. Rose Ellen Young
Psychologist, Hanford Elementary School District

High School Reading and Orientation Program:
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Psychologist, Kings County Superintendent of Schools Office
Mr. Jack Cummins
Director of Guidance, Hanford Jt. Union High School
Miss Dorothy Downing
Counselor, Hanford Jt. Union High School
Mrs. Colleen Jensen
Teacher, Hanford Jt. Union High School, 1964-65
Mr. Wesley Nichols
Teacher, Hanford Jt. Union High School, 1965-66

High School Reading and Orientation Program: (Continued)
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  - Psychologist, Kings County Superintendent of Schools Office
- Mr. Larry Shehan
  - Chairman, English Department, Hanford Jt. Union High School
- Mr. Phillip West
  - Vice-Principal, Hanford Jt. Union High School

Program and Curriculum Consultants who have assisted teachers and administrators during the project:
- Dr. George Avery
  - Department of Education, Fresno State College
- Mrs. Doris Cole
  - California State Department of Welfare
- Mrs. Doris McDaniel
  - Librarian, Kings County Superintendent of Schools Office
- Miss Pat Pickford
  - Department of Social Work, Fresno State College
- Mrs. Jeanette Powell
  - Consultant, Hanford Elementary School District
- Miss Joan Silveira
  - Teacher, Edison High School, Fresno
- Miss Beverly van Benthuysen
  - Curriculum Consultant, Kings County Superintendent of Schools Office
- Mr. Jay Clark
  - Supervisor of Instructional Materials
- Mr. James Tobenkin
  - General Consultant, Kings County Superintendent of Schools Office

Special recognition is given to Wilma Ellis who has prepared the publication materials.

Cooperating Organizations Aiding in the Program:

American Association of University Women - Hanford Chapter
    Mrs. Charlotte Walch, President, 1964-65
    Mrs. Deedee Vedder, President, 1965-66
    Mrs. Libby Hollingsworth, Project Coordinator, 1964-65
    Mrs. Dorothy Lifshatz, Project Coordinator, 1965-66

Community Service Organization - Hanford Branch
    Mr. Joe Acevez, President, 1964-65

Hanford Community Coordinating Committee
    Mrs. Katie McGee, Chairman

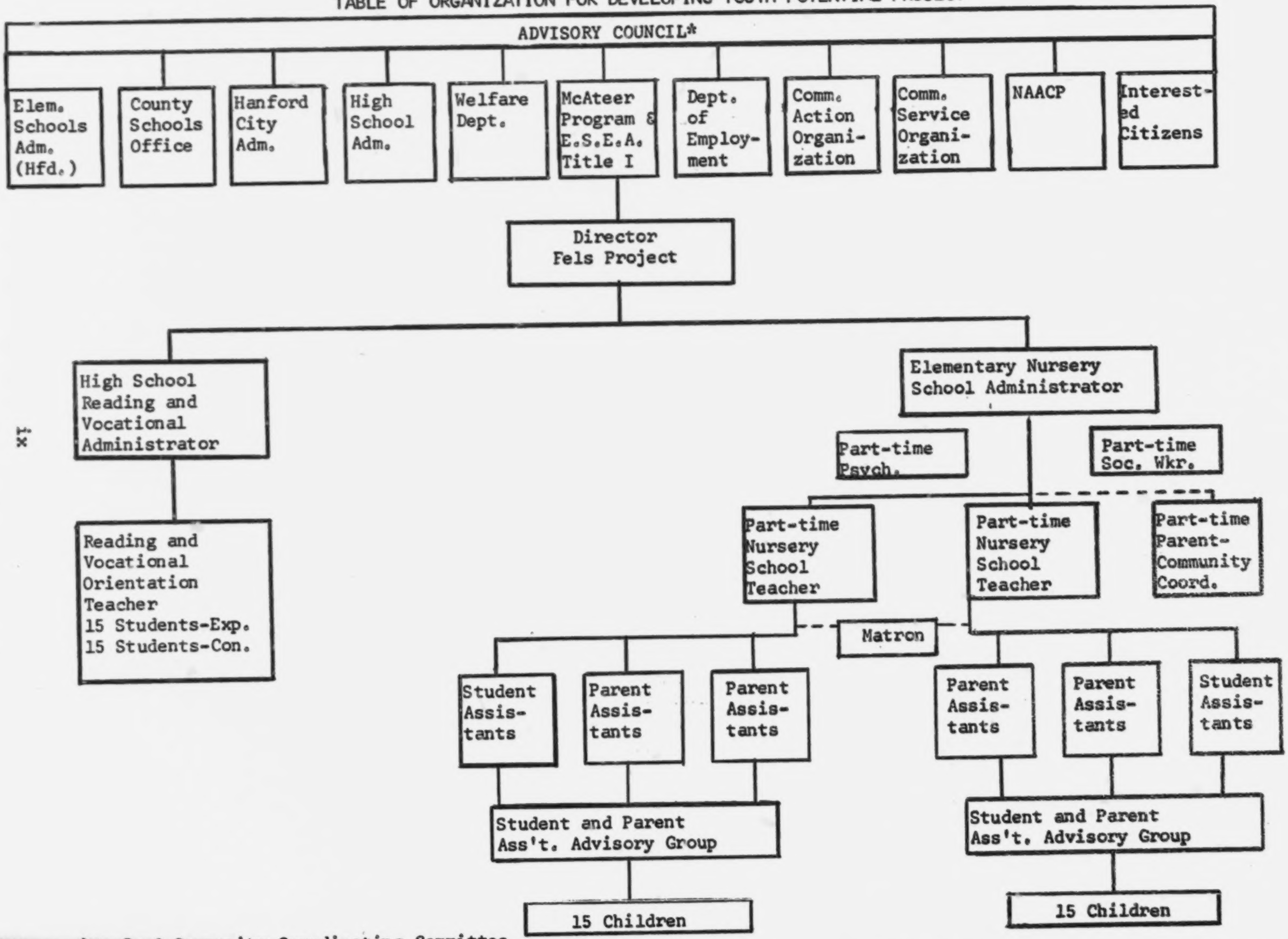
National Association for Advancement of Colored People - Hanford Branch
    Mr. Herman Deshazier, President
    Mrs. Ann Cole, Fels Project Coordinator

Y. M. C. A. Mens Club
    Mr. Makiji Hase, President, 1965-66

Kings County Community Action Organization
    Mr. James Kelley, Director, 1964-65
    Mr. James Boylson, Director, 1965-66

Vista Workers
    Miss Sarah Nottings, 1965-66
    Miss Marie Downs, 1965-66
    Miss Judy Batiste, 1965-66

TABLE OF ORGANIZATION FOR DEVELOPING YOUTH POTENTIAL PROJECT


ADVISORY COUNCIL*
Elem. Schools Adm. (Hfd.)
County Schools Office
Hanford City Adm.
High School Adm.
Welfare Dept.
McAteer Program & E.S.E.A. Title I
Dept. of Employment
Comm. Action Organization
Comm. Service Organization
NAACP
Interested Citizens
Director Fels Project
High School Reading and Vocational Administrator
Reading and Vocational Orientation Teacher
15 Students-Exp.
15 Students-Con.
Elementary Nursery School Administrator
Part-time Psych.
Part-time Soc. Wkr.
Part-time Nursery School Teacher
Part-time Nursery School Teacher
Part-time Parent-Community Coord.
Matron
Student Assistants
Parent Assistants
Parent Assistants
Parent Assistants
Parent Assistants
Student Assistants
Student and Parent Ass't. Advisory Group
Student and Parent Ass't. Advisory Group
15 Children
15 Children

*Hanford Community Coordinating Committee

PRESCHOOL PROGRAM

CURRICULUM AND DAILY SCHEDULE

Will we help these children learn to achieve, contribute and find fulfillment in our society ---

or will we allow descrimination, segregation and a poverty environment to produce children who are in conflict with society.

Curriculum and Daily Schedule 1964-65

By:
Kathleen Hammond
Mary Ann Sands
Beth Chapman

The rather slow procurement of materials and equipment presented some problems at first but did allow the children to become familiar with the use of a few materials at a time and thus automatically created new interest centers with each acquisition. Before the preschool yard was completed, the group walked to the adjoining Lincoln School yard to use the sandbox, slide and climbing apparatus. With the completion of our own yard we had, in addition to the sandbox and slide, tricycles, a wagon, blocks, wheelbarrows, scooter, two climbing barrels, several climbing steps, a teeter-totter, bean bags and clowns, and facilities for water play and carpentry.

Our program, in addition to providing the customary nursery school environment (including the activities usually associated with preschool) focused on enrichment experiences. We placed special emphasis on the areas of language development, building self-image and stimulating curiosity. Realizing that these three are interrelated, our examples will demonstrate pertinent aspects of these areas.

We would also like to include in our report the observation that early in the program it was difficult to realize how far the groups would progress. Conversely, if the nursery group is seen only in the later stages, it would be difficult to visualize the early problems and the growth which has taken place.

The following schedules were developed through experiences. Although basically similar,they vary to provide for childrens energy patterns which have been found to be different in morning as compared to afternoon sessions.

A.M. Schedule:

9:00 - 9:45 a.m.	Free Play Period - Inside (Table games, blocks, trucks, playhouse, books, puzzles, records, clay, painting, colors, finger painting, scissors and paste, science and creative dancing.)
9:45 - 10:15 a.m.	Flag Salute, calendar, songs and finger plays, touch and feel box - smell sack, and games.
10:15 - 10:30 a.m.	Toilet and Wash. Juice time.
10:30 - 10:45 a.m.	Rest time.
10:45 - 11:15 a.m.	Story time.
11:15 - 12:00 noon	Free Play Period - Outside (Sand, tricycles, wagon, scooter, slide, climbing barrels, climbing steps, teeter-totter, carpentry, water play, bean bags, balls, bowling, blocks, and hopscotch.)

12:00 - 12:50 p.m.	Toilet and wash. Lunch time.
12:50 - 1:00 p.m.	Getting ready to go home.
1:00 p.m.	Leave for home.

P.M. Schedule:

12:00 - 1:00 p.m.	Toilet and wash. Lunch time.
1:00 - 1:45 p.m.	Free Play Period - Outside (Sand, tricycles, wagon, scooter, slide, climbing barrels, climbing steps, teeter-totter, carpentry, water play, bean bags, balls, bowling, blocks, and hopscotch.)
1:45 - 2:10 p.m.	Flag Salute, calendar, songs and finger plays, touch and feel box - smell sack, and games.
2:10 - 2:30 p.m.	Rest time.
2:30 - 2:45 p.m.	Story time.
2:45 - 3:00 p.m.	Toilet and wash. Juice time.
3:00 - 3:50 p.m.	Free Play Period - Inside (Table games, blocks, trucks, playhouse, books, puzzles, records, clay, painting, colors, finger painting, scissors and paste, science and creative dancing.)
3:50 - 4:00 p.m.	Getting ready to go home.
4:00 p.m.	Leave for home.

Language Development:

The games and toys captured the childrens' attention immediately. Interest in stories and books developed more slowly. Early in the program stories sometimes had to be discontinued as the children desired more active pursuits.

As their ability to sit in a group and their span of attention increased, storytime became a favorite. We used many flannel board stories and felt that the visual aids along with the story were especially beneficial to the Mexican-American children. Films and filmstrips related to current fields of interest were also shown.

A "Little Golden Book" or similar hard covered book sent home with the children each day helped to stimulate their interest in books. Ideally, we hoped that the book would be read to the child at home by a parent or older sibling. If not read to him, the child could at least look at the pictures and enjoy the book. Even if the book was never opened, the child had the responsibility of bringing the book back to school before he could take another one home.

A calendar, seasonally decorated to appeal to the children and also to develop concepts of color, size and number (example: three snowmen ranging in size from large to small for January), was used daily. The student helper for the day put up the date and all of the children counted the days. Days of the week were talked about. The song "Today is Monday" reinforced this concept. The children also became aware of the name of the day that their mother regularly helped in the nursery school.

A large flannel board was used with the group to develop color concepts, number concepts and the names of shapes of objects. On individual flannel boards we continued this work and also taught position words such as top and bottom, up and down, above and below. Manipulative toys also helped teach color and number concepts. The child was instructed to make a row of red pegs on the peg board or to string two yellow beads, three blue beads, etc.

Counting songs, repeating songs, imitative noise songs, illustrated nursery rhyme songs and seasonal songs were chosen to help strengthen and build vocal language. To acquaint the child with another of the various forms in which language can be presented, a typewriter was used. A mother sat at the typewriter and with her assistance the child was encouraged to pick out his name. A printed card was used as a guide for the children. Later in the year the children told stories using flannel board figures. We also employed the add-to-a-story technique. The teacher would begin a story and individual children would continue it.

To develop choral speaking pupils learned the Pledge of Allegiance, many finger plays and nursery rhymes. A tape recorder gave the children an opportunity to hear how their voices sound to others.

The children were encouraged to speak using complete sentences. When they guessed what was in the "Touch and Feel Box" or the "Smell Sack" we tried to elicit the response, "I think it is soap" or "I guess that it's a ball." At lunch time the child asked for second servings with "May I please have more milk." They asked for a turn with a toy, "May I use the wagon after Mary?" "Thank you's" followed. When articles were brought from home the child told about it at sharing time and again were helped to use effective meaningful sentences.

Juice and lunch time provided the greatest opportunities for conversation. Things were shared with the group at this time that probably would never have been discussed at any other time in the day. The children were encouraged not only to talk but to listen to others. The daily activities, field trips and other experiences provided ample material for discussion.

Self-image:

Our work in the area of self-image concentrated on our efforts to increase the child's awareness of self, family, home, school, classmates, neighborhood and the larger community.

Early in the year the children became familiar with their full name as well as the names of their peers through a clown game, and songs such as "Who's

That Knocking at My Door." The children's names were also used regularly as their juice glasses or plates were passed to them. Selection of songs to build self-image was based on the opportunity for the child to participate actively. In addition to songs using their full names we used songs in which the child made up verses about himself and songs emphasizing clothing worn by specific children. The children in turn led songs involving much hand movement.

Efforts were directed toward making acceptable social and personal behavior the child's growing responsibility. Early in the year a misbehaving child was held by a mother or teacher. This not only gave security to the children at the nursery school but separated them temporarily from a difficult situation. Later in the year a child having behavior problems was directed to another activity and if this failed, he put his head down on the table until he was ready to rejoin the group. We felt the children were beginning to realize the consequences of their misbehavior when one day as a grieved child came to report an incident the other child raced to a table and put his head down without being told.

Praise was used lavishly. When a child put a puzzle together, strung beads on a string, folded his towel; whatever the skill or accomplishment might be, it was acknowledged verbally and perhaps reinforced with a gesture such as a pat on the back. One boy's behavior improved remarkably after it was discovered he could tie shoelaces. We were all soon having our laces tied by him while he beamed with pleasure. The children, realizing that praise was forthcoming, delighted in showing us each completed puzzle, their peg boards, etc.

Children's birthdays were special events to be marked by a picture of a birthday cake with the correct number of candles on the calendar. As the day approached the excitement increased with everyone being aware of the upcoming event. The child was honored with birthday cupcakes or some special treat at lunch and "Happy Birthday" was sung by the group. The child was usually overcome with shyness at the moment, but talked about his birthday for days afterwards.

As previously mentioned,the children heard themselves on a tape recorder. To learn more about themselves they made prints of their hands and feet, were measured and weighed. Many learned to recognize their printed name and some learned to print their names for themselves.

The children had many objects to show their parents. Articles of their own handiworks such as paintings, sack puppets, egg carton animals, carpentry creations, necklaces, headbands and bean bags which they had filled, were carried home. Seasonal things, a Christmas card with their individual picture inside, Christmas gifts, a calendar for the new year, valentine sacks, and such things as yard sticks, dental kits, spools and bubbles for bubble blowing also went home with the children.

The children became aware of the colors of their homes, learned their addresses and found their homes on a neighborhood map. Such observations as, "She lives close to me", or "He lives across the street from the school" came from the children. Other members of the childrens' families were frequently mentioned in conversation with baby brothers and sisters being especially favorite topics of discussion.

Each child took his turn at being helper for the day completing the tasks required such as leading the flag salute, putting the date on the calendar, leading the children to the bathroom in the manner he selected, for example, "Today we'll hop to the bathroom." He also distributed the napkins to the children at lunch and juice time.

The children made frequent trips to their future school's playground early in the year, attended the school Christmas program; had their pictures taken at the school; saw the doctor for their physical examination; and visited in the kindergarten room before the end of this school year.

Curiosity:

The children enrolled in the nursery school needed opportunities to develop their natural curiosity about things around them. Once they learned that they were not only free to investigate new things but were actually encouraged to explore their environment they began to inquire, experiment and explore using their own initiative.

The children experimented with various arts and crafts. The activities were the important aspects,not the end results. Painting, finger painting, junk painting, spatter painting, texture pictures, crayon rubbings, chalk on wet paper, clay, hammer and nails, scissors and paste all gave the children opportunity to explore and create.

Science materials and experiences were introduced into many areas of the program through the natural interests of the children. Incidental occurences prompted the child's investigation, dandelions found in the grass, ladybugs in the yard, the toad by the building, and a pan of water throwing its reflection on the ceiling. Magnifying glasses were available to examine sea shells, rocks and seeds, bird nests and flowers more closely. The children discovered objects a magnet would attract. They observed the properties of water as they participated in water play. They experimented with a chandelier drop and color paddles.

The children's awareness of texture, shape, size, weight, and odor was stimulated with the daily use of a "Touch and Feel Box" or the "Smell Sack." All were given the chance to touch or smell before guessing.

Food preparation was used to provide another area of exploration. The children tasted, smelled, handled, measured, and mixed ingredients, then cooked and ate the results. While eating, the children would discuss what went into the product (bread, cookies, tortillas, biscuits, etc.) that made it taste so good.

Awareness of the school neighborhood and the larger community grew as trips in the neighborhood were made by walking to the mailbox to mail letters, going to Coe Park and on study trips to more distant places.

A trip to the fire station could be termed a "howling" success. One boy cried the entire time but became most verbal about the experiences on our return to school. The boys were firemen in much of their dramatic play from that moment on.

The children discovered where our school lunches are prepared with a visit to the district kitchen. The children learned more about the baking of bread, cookies and rolls at a bakery.

Another of our community helpers, the dentist, showed the children his office, let them operate the dentist chair and have a "ride" in it while he looked in their mouths. They were eager to return again. After visiting the dentist, the children were shown the correct way to brush their teeth and given dental hygiene kits which they used for a time at school and then took them home for continued use.

The children were given physical examinations when they visited still another helper, the doctor.

Before the trip to the doctor was made, a stethoscope about the teacher's neck provided an opportunity for the child to inquire concerning it and its function. "What's that?" "What's that for?" "Let me hear." "I don't hear anything...I hear it!" "Let me hear you." Later, during the examination, one little girl said to the doctor, "You don't have to hear my heart...the teacher has already."

Two police officers visited our school, a very interesting experience. Several of the children cried when told of the pending visit. Listening to these two friendly men talk and explain their work and equipment did much to help the children see them as other community helpers.

In the spring the classes visited a dairy farm to learn more about milk. They also saw other farm animals and farm products. The class will have the opportunity to see some zoo animals with a visit to the Fresno Zoo in May.

As a result of their experiences in developing a better self-image, their developing language skills, their increased interest in the world about them and their ever improving social development these children have already shown the value of the Lincoln Preschool Program.

LANGUAGE EXPERIENCES

ART EXPERIENCES

RHYTHMICAL EXPERIENCES

MANIPULATIVE EXPERIENCES

AND DISCRIMINATION EXPERIENCES

ARE ALL NECESSARY FOR
"BECOMING"....

Curriculum and Daily Schedule 1965-66

By:
Wilda Mabry
Flora Lewis

It is the goal of the teachers to provide enriching experiences for these children in an orderly environment, permeated with an atmosphere of warmth, friendliness, and security. These experiences are usually offered in play situations with the teachers keeping in mind the following educational goals:

1. Development of self-identification.
2. Language development.
3. Understanding of early and simple forms of science and numerical awareness.
4. Development of social growth.
5. Creativity development using many art forms.

We began the year by making home visits with Vista Workers to become acquainted with the children in their home environments. Five children started school on Wednesday, September 16, 1965; five more were added the next day, and the full enrollment of fifteen attended school in each class on Friday. This program was carried out for both the morning and afternoon sessions.

Schedules:

The following flexible schedule began the school year, although changes were made later.

A.M. Session

9:00 a.m.	Inspection by the nurse-teacher. (The morning teacher was also a P. H. N.)
9:00 - 10:00 a.m.	Free play. (Both indoors and outdoors, weather permitting.)
10:00 - 10:15 a.m.	Toilet, wash and juice.
10:15 - 10:30 a.m.	Rest time.
10:30 - 11:00 a.m.	Special time: Story, music, feel box, etc.
11:00 - 12:15 p.m.	Free play. (Indoors and outdoors.)
12:15 - 12:50 p.m.	Toilet, wash and lunch.
12:50 p.m.	Getting ready to go home.
1:00 p.m.	Leave for home.

P.M. Session

12:00 Noon	Arrival of students and health inspection by nurse.
12:15 - 12:50 p.m.	Toilet, wash and lunch.
12:50 - 1:45 p.m.	Free play. (Outdoor - weather permitting.)
1:45 - 2:05 p.m.	Rest period.
2:05 - 2:30 p.m.	Special indoor time: Music, art work, puzzles, etc.
2:30 - 2:45 p.m.	Toilet, wash and juice.
2:45 - 3:15 p.m.	Story time, flannel board, finger plays, etc.
3:15 - 3:40 p.m.	Free play. (Outdoors and indoors.)
3:40 - 4:00 p.m.	Getting ready and leaving for home.

Schedule Changes:

At first, both classes met at the noon hour and had lunch together. Later in the year it became apparent that a great deal of food was being wasted. The problem seemed to be that the afternoon children had snacked before coming to school, and so were not hungry. The morning class seemed overly stimulated, and were not eating as well as they should. At the suggestion of parents, teachers, and matron the lunch hour was divided, and each class ate separately; the morning children having lunch at 11:30 a.m., and the afternoon children eating at 1:00 p.m. The food consumption improved remarkably.

But, having both classes together from 12:00 to 1:00 continued to be a problem. The morning children were tired and irritable, the afternoon children were exhuberant. The two groups seemed unable to understand each other, and there was not sufficient time to overcome the personal conflicts, and the general distractions.

We provided many special activities to try and overcome this confusing period. Filmstrips and movies were provided. Special music and story telling by volunteer adults were offered. While the children generally enjoyed these, some refused to participate, and it did not prove to be as satisfactory as we had hoped. We tried to play games, but they all seemed to fall apart and the children would wander away. The two groups just did not mix.

The mothers objected to this confusion, and suggested that the two groups be separated, by changing the hours - the morning group to come from 9:00 to 12:00 Noon and the afternoon group to come from 12:30 p.m. to 3:30 p.m.

This new schedule was presented by one of the mothers at a staff meeting, and it was accepted unanimously. It has proved to be very satisfactory, and has solved many problems. The children leave and arrive in a calm manner with no confusion. The thirty minute break allows conferences involving the mothers and teachers, matron and coordinator. Problems can be handled at this time that otherwise would have to be put off until we could hold a special meeting.

An interesting but unexplained phenomenon is that the parents call for the children on time now as they never did before.

Revised A. M. Schedule: (Upon recommendation of parents.)

9:00 a.m.	Arrival and inspection by teacher.
9:00 - 10:00 a.m.	Free play. (Indoors and outdoors.) Special crafts.
10:00 - 10:15 a.m.	Wash, juice time.
10:15 - 10:30 a.m.	Rest time.
10:30 - 11:00 a.m.	Special time. Story, music, feel box, etc.
11:00 - 11:30 a.m.	Free play. (Indoors and outdoors.)
11:30 - 12:00 Noon	Wash, lunchtime.
12:00 Noon	Time to go home.

Revised P. M. Schedule: (Upon recommendation of parents.)

12:30 - 12:45 p.m.	Arrival and inspection by the nurse.
12:45 - 1:15 p.m.	Washing for lunch - lunchtime.
1:15 - 1:45 p.m.	Free play. (Indoors and outdoors.)
1:45 - 2:15 p.m.	Instructional period. (A little more formal now because of their development.) Colors, numbers, language arts,flag salute, etc.
2:15 - 2:30 p.m.	Free play.
2:30 - 2:45 p.m.	"Clean up time."
2:45 - 3:00 p.m.	Juice time.
3:00 - 3:15 p.m.	Story telling - music.
3:15 - 3:30 p.m.	Rest period and home.

Description of Activities:

I. Outdoor Play:

(Gas station servicing.)

Group games and creative play are equally important.

Since four-year olds nearly burst with need for physical activity, and because of the delightfully warm weather at the beginning of school, the children participated in outdoor play a great deal. They immediately became interested in the wheel toys. With these toys they learned to share, take turns, count the number of times around the circle, and learn simple rules of school behavior.

The slide was very popular at first, and the children learned to use the support bars for chinning themselves, and for climbing. Later, large, slatted and very heavy climbing boxes were obtained, and have proved invaluable. The imagination of the children was greatly stimulated. These boxes became wild animal cages, jails, corrals, trains, trucks and houses. When they began to use them in combination with saw horses and long boards, very complicated construction resulted.

The sandbox was ignored at first, but again, when the children learned to use water, pails and trucks, they discovered the wonderfully manipulative qualities of wet sand. Now they build roads, tunnels, and houses, not to mention taking off socks to wiggle toes and bury feet. The hot weather made the sandbox unbearable, but a wonderful cover, donated by thoughtful people, gave the children a lovely, cool, shady spot in which to play.

Water play was offered with floating toys, sponges and bubbles. Bubbles delighted the children. The light refraction interested them, and the wind blowing the bubbles high into the air was very fascinating. A side note: When community bubble pipes were given to them, they were chewed, crushed, and discarded. However, when the children were presented with individually named pipes, they treasured them and are still using them.

Later, hammering of nails was introduced and the children spent long periods of time with this noisy, banging activity. This took a great deal of eye-hand coordination. Later it developed that the hammering became an organized construction of a "house" using nails and boards in a three dimensional manner.

Sturdy outdoor blocks were added for their play as were bean bags, ball games, and teeter-totters. This teeter-totter was very low and could also be used as a jumping board, or walking board. The morning class, which consisted mainly of boys, reveled in this variety of large muscle exertion. The afternoon class, with more girls, was not so active at first. The tricycles seemed to be the main attraction. But now they are in full swing and enjoy all the equipment. The big bike is still the most popular item. In the beginning it was the main source of quarrels, frustrations, and tears. Now, however, the more mature children will await their turns cheerfully.

Recently a large blown-up inner tube was donated and has been played with enthusiastically. Later in the year a climbing tower arrived, and was climbed strenuously every day. A parachute thrown over it made a wonderful tent in which to hide.

II. *Indoor Activities:*

"Simon Says."

Dramatic Play: Dramatic play in the playhouse became very important for some of the children. One boy spent long hours dressing up, loving the dolls, and being a very gentle soul. This did not characterize his activities elsewhere in the school. The dolls were bathed, hair combed, teeth brushed, and much love and attention lavished upon them.

"We'll have instant coffee."

One day the whole morning class descended upon the playhouse corner, every stick of furniture was moved with such rapidity that the startled teacher inquired as to the cause for this sudden activity. Well, they were about to paint the house; so they were clearning everything out. After an imaginary painting session, the house was put back together; and the class adjourned to hunt easter eggs.

Since every neat housekeeper wears an apron, and our children are such, they always donned aprons and even learned to tie them all by themselves.

Dough Clay: Dough clay was placed out every day. This excellent manipulative medium was always available in order that an unhappy child could pound out his frustrations with abandon. One child learned he could play with this, while he observed the rest of the class, and gradually gained courage to join with them. Others made interesting items, usually associating this with the dramatic play of the playhouse. They made biscuits and cookies and baked them in the play oven. Small smooth-edged tin cans made wonderful cookie cutters.

Blocks: Large hollow blocks and solid blocks were neglected the first two months of school but once the foggy weather forced us inside they were used in progressively interesting and complicated ways. An interesting sidelight on this developed. The children were told that Rosalee was moving. The whole class decided to move at school, also. First they built a house of the large hollow blocks. Then they moved all the furniture from the playhouse to the new house. This was real work for some of the items were heavy. The stove and sink were built of heavy blocks and it was interesting to see that they could reassemble them in the new house. It took lots of thinking. Also, when it came time for them to "clean up" and put the furniture back, they were able to put them in the right place again. This coordinated work was done without any bickering, or quarrelling. It could not have happened at the beginning of the school year before they had learned anything about sharing, and working together. They worked at moving for almost thirty minutes and then, horror of horrors, the new house caught on fire! They asked for their fire hats and rushed around until they had satisfactorily put the fire out!

Creative Art: Creative art media were used daily. Certain children found their special interests and worked with them regularly. These included easel painting, crayons, finger painting, collage with pasting, and cutting with various types of materials, gadget painting, plastic clay, large and individual chalk boards, egg carton bells and caterpillars, and paper chains. Painting smocks were a must at the easel, and the children did not want to take time to put them on. Now a sense of responsibility has developed, and the smocks go on without the teacher's urging.

Books and Games: Puzzles, books, reading readiness games (matching colors, matching cards, color matching), and flannel board with cutouts, bead stringing, and other quiet type toys were readily available at all times. If the children desired they could take home "Little Golden Books" from the school library.

Story time: Story time was the slowest area to be developed. The most difficult thing for the children to do was to sit and listen. Flannel board stories, finger plays, and rhymes were introduced first. Short book stories followed, and finally they were able to sit for longer and more complicated stories. The children were encouraged to tell the stories back and to repeat the rhymes. They loved this. At this time we let the children try to guess what is in the "feel box" for the day. They try to describe what they feel. The listening post was used for both stories and music, although the children seemed to prefer the human touch of someone reading to them or singing with them.

As the second semester progressed, the children seemed ready to respond to the use of the Ginn Language Development Kit. It was necessary to adapt the series to this age child, but it did seem to help the children focus on one common interest each day.

Music: Music was used in different ways. Finger play songs, rhythm instruments, and finally songs with the autoharp were taught. This was only with the morning class, however. The afternoon class learned little songs by rote. Spontaneous singing and dancing were encouraged, and this happened when the children were happiest.

Science: Science concepts were introduced with animals - a rat and a hamster. We had a lively frog for a visit, a praying mantis, and a grasshopper. A wandering cat has adopted us, and seems to suffer any kind of treatment from the children just so she can get some attention. The children love her and, on the whole, treat her kindly. We have a growing sweet potato vine, a terrarium, cotton bolls, rocks, and a humming birds' nest. We also have a "home mounted" lens, and sometimes the children bring in a small bug or a leaf to look at. A general effort was made to make the child aware of the wonders of nature all about us.

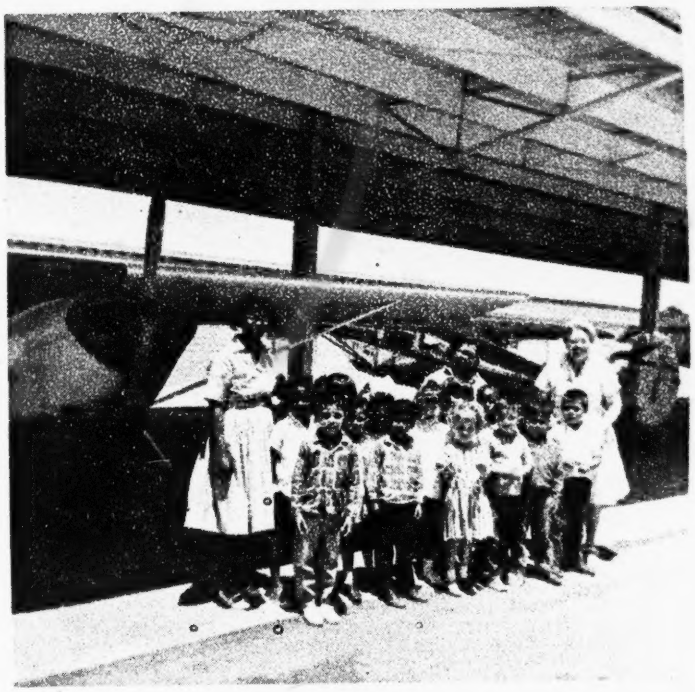
This spring a natural science experience was offered by a gopher who bravely came up to gather grass and enlarge his hole in front of an awed audience of preschoolers.

III. *Study Trips:*

Early in the year at a parents' meeting several excellent field trips were discussed and arranged. One mother thought that it would be advisable to go to the zoo at the beginning of the year so that the stories would mean more to the children. We followed this sensible advice, and the children really know what a hippopotamus is, beside being a long hard word, for this hippopotamus opened his huge mouth, and the children were allowed to throw peanuts and popcorn into it. This was the only animal they were allowed to feed except the elephant. He, too, took their peanuts and reached out his trunk for more.

The afternoon class visited the airport. The children were thrilled with the opportunity of seeing the airplanes up close.

The parents also arranged for us to visit a farm with a bummer lamb which was being fed by the bottle. They saw cows, calves and rabbits, and climbed all over the haystacks. On another trip to a smaller farm they saw feeder calves, and small animal life such as chickens, puppies and wild pheasants. There was a trip to the supermarket. Even more fun was afforded by the new Christmas tree lot that had just been added to the parking lot near by. The afternoon class once had to wait for a long freight train to pass by, which was of great interest. They were also able to visit a cotton field and picked some cotton.


At the airport.

The Nursery School was included in special activities at Lincoln School, both at Thanksgiving and at Christmas time. They also heard a special program at Washington School.

When the big public works equipment was demonstrated at Lincoln School, the Nursery School was invited over, and the children were quite awed at the roaring, moving display. Many walks around the neighborhood were taken to acquaint the children with their community, listening for sounds and looking for colors.

One of the highlights of the year was a marvelous tour of the firehouse. They were so impressed that fire engine play followed thereafter. The only fear shown by any of the children was when the siren sounded; otherwise they were fascinated by a most excellent experience. Red fire hats donated by the fire department were worn regularly while they put out fires in block playhouses almost daily.

A trip through a bakery was made also; however the cookie each child took back to school seemed to be what impressed the class the most. Another trip to a dairy with many animals was taken, continuing to bring animal life experiences to the children.

Fire demonstration at school.

IV. Special Activities:

Certain times of the year automatically precipitate special activities. Such projects included carving pumpkin faces. Pumpkins affected their thinking for a long time. As a result, pumpkin faces adorned their drawings, and in the spring pumpkin vines grew from seeds planted last fall from our carved pumpkings. When the grapes were purple and ripe, we made grape juice and had it at juice time.

Christmas Piñata

We also had a pinata for Christmas time. With the agreeable assistance of the matron, the kitchen was invaded to make cookies, jello, popcorn, jelly sandwiches and cupcakes which the children decorated with small candies. One mother made beautiful candy apples while the children watched. Another mother made candy and gave each child a piece to form into shapes. With all the food things the children made, some were eaten on the spot while others were cherished to take home to mama or a sister or brother.

During the kitchen activities the children learned to make tortillas, and they had them at juice time. One day while looking through a storybook, we talked about the Indians gathering wild rice. So for lunch the next day, we had Indian food or wild rice. They were able to see it develop from the dry dark grains to an edible dish. At Easter time, eggs were dyed and hidden for a hunt. Baskets of candy furnished by mothers lent a festive Easter spirit to the day preceding Easter vacation.

One mother made special pumpkin turnovers as well as a full Mexican dinner for the afternoon children and their mothers.

Special visitors were always welcomed with enthusiasm by the children. These people included the librarian who brought her puppets, music specialists who showed them different instruments, the audio-visual consultant who brought real telephones on which they talked. The soil conservationalist brought in samples of soil and tied in his talk with the Christmas tree which had just been brought in.

Each child's birthday was recognized in some manner; usually decorated cupcakes, candles, ice cream and balloons heralded the event. This meant a great deal to each individual and this event succeeded in drawing out the most withdrawn child in the class. He radiated the day we had his party, and he never did withdraw so far again.

Birthdays are special.

The final field trip of the year was a bus trip to Storyland in Fresno. There the children were able to go through the three bears' house, see the three little pigs, and enjoy other storybook experiences. Ice cream bars served as a special treat. After storyland, lunch was eaten under shady trees in the park. There ducks and geese begged to share our lunch. The duck families, the island in the lake made the book "Make Way for Ducklings" come alive for the children. Sleepy children rode home on the bus, but it was a wonderful experience for everyone concerned.

Each class presented Fels Nursery School with a bottle brush plant. The morning class planted their shrub by the fence, and the afternoon class planted their shrub by the front door. As these Fels children have now gone on to kindergarten, their plants will be a living remembrance of their experience; and these will add beauty to the yard for the enjoyment of the Head Start students.

"One special time was when we got a flag."

V. *Social Growth:*

Social Growth - the signs of beginning cooperation.

"Would you believe that?"

"I guess he really is five!"

This is a necessary part of the curriculum for it is in this realm that the greatest growth takes place and it prepares the child for successful experiences in regular school. Most of the children entered school fearfully and were suspicious of all adults. A few children were excessively aggressive. They first had to learn to trust the adults who were to care for them and who worked with them. Once they felt truly loved, accepted, and understood, they became secure. From then on, real emotional growth took place. Once security was established they were able to deal more successfully with their peers. Sharing went from a necessary evil to an offered experience. Overly shy children learned to assert themselves, to stand up for their rights, and become one of the gang. They were soon chattering to everyone, freely and happily. It was a joy to see the developing trust toward both teachers, the matron and participating mothers.

By the time Christmas vacation was over, most of the severe adjustment problems had been sufficiently alleviated to allow the teachers to work more satisfactorily with the children's individual needs and problems. In the beginning this was not so for time had to be spent in taking care of quarrels and hitting, kicking, biting and screaming. Children had to be separated, shown that they were loved, but that their behavior was not acceptable.

A side note seems to fit in here. Pictures were taken of the children, and posted with their names and identifying animals. It was most interesting to note that almost daily one would go to the posted picture and name and say, "That's me, huh, teacher?" Movies were taken of the children mainly to show developmental characteristics and school routine but the children enjoyed them immensely and never tired of seeing them. This recalled some of their field trips and experiences and was an excellent way to encourage them to talk about what they had done.

Rest time needed much attention, children needed to be held, comforted and loved. A great deal of patience was required on the part of all adults. Mothers had to be given some basic understanding of four year olds, and what might be expected. Now, however, the children automatically get towels at rest time, and lie down with little or no urging. (However, what is quiet to a four year old may not necessarily coincide with the teacher's definition of quiet.)

Abundant praise was given to the children for their individual efforts in all areas. They were encouraged in all endeavors, and eagerly responded to successful experiences. Fear from punishment in accidental situations, such as spilling paints, needed to be overcome. They soon learned that accidents can happen to anyone; books can be mended, paints mopped up, and dolls put back together. However, intentional destruction was not acceptable.

Mealtime has been an important learning experience. Now it isn't too surprising to hear a "please," "thank you" or an "excuse me" from even the most negative of children. New food experiences have been accepted by practically all children while at first they would eat only familiar food. Later bright colored mugs enhanced juice and lunch time,becoming an excellent conversation piece. Flowers were usually on the dinner table. However, when winter approached one little boy asked, "How come you don't have those pretty flowers anymore?" So artificial flowers were substituted until spring brought forth its yield of new flowers.

As this report draws to a close, it is necessary to mention that the movies could no longer be taken satisfactorily. Our children had become camera wise, and some hams had developed. An example was the birthday party play with balloons. No sooner had the lights gone off than the wild playing stopped. When questioned as to why, they informed me the movie was over. However, they continued the same play outside with the balloons so the movies are accurate as to their play.

VI. Health and Safety:

The nurse's daily check on admittance accomplished several things. Besides noting signs of illness it was a time for the children to be warmly welcomed and for them to impart special bits of information they had that day or to tell of some special problem. It is sad to note that almost all the children have had poor dental care. They soon learned to tell the nurse whether or not they had brushed their teeth.

The juice offered at snack time was high in Vitamin C content to help improve their nutrition. At meal time we attempted to discuss the need for good foods necessary for good health. Heights, weights, the need for doctors to keep us healthy, and the preparation for their physical examinations were all discussed.

The children were interested in themselves and soon learned to wash hands before meals, to cover mouths when coughing or sneezing and to wash wounds when scraped or injured.

Safety has been constantly stressed. The children learned to use caution while crossing the street, to use scissors properly, to keep the floor clean, not to run inside, and to heed other safety precautions.

VII. Recommendation:

Since every project can be improved upon, and we can always look back with clear hindsight, we, the teachers would like to offer the following recommendations that we feel might have improved the program.

1. If meetings could have been held with the participating mothers before school started, it would have allowed for better orientation. Since most of the parents had never been exposed to nursery school education, it would have helped all concerned to be able to explain a little of the philosophy of preschool programs. There are excellent filmstrips and movies that would have been very informative.
2. Following along this line of thinking, we emphasize the need for an adequate number of adults in proportion to the children. This is especially important in the beginning so that each problem that arises can be handled effectively and as quickly as possible.
3. Home contact is essential whether it be done by the teacher or a visitor such as our coordinator. She was able to uncover many problems in the homes that were manifested in the behavior of the children at school. A perfect example was one little boy who fell apart at the seams when his grandmother was sent to the hospital. To know exactly his situation gave the teacher a great deal of understanding with his sudden aberrant behavior.
4. Some type of in-service education or consultation could have been provided for the teachers. An expert in child development or a psychologist who could have met with them on a regular basis could have helped them handle some of the problems more effectively and view them more objectively.

ANECDOTAL RECORDS

Anecdotal Record 1964-65

By:
Mary Ann Sands
Beth Chapman

The teachers have kept a record of each child's behavior throughout the school year. Anecdotes are periodically recorded and interpreted to aid in understanding the pressures which are influencing the child's actions, and to gain perspective and direction in planning a program which will better fit the child's needs. The following record of "Leon", one of this year's children, is an example of the content of these records.

Leon enrolled November 9, 1964.

November 9, 1964:
Leon is a negative child. If some activity is suggested to him he shakes his head "no". He doesn't have the ability to stay with an activity long or, perhaps, not the capability. If one of the boys builds a tower, he knocks it down. When he sees someone playing with a toy he wants it right then. When he has it, he loses interest and goes on to something else. On the slide out-of-doors, he will sit at the top and not slide down so others may have a turn. He isn't able to put puzzles together.

November 11, 1964:
With much adult help he is able to get a puzzle together. When he does, he is very pleased. He needs much attention and help. We hold him on our laps much of the time. He will not join the group when we're sitting for songs or finger plays. He does not rest at rest time. At snack time he interrupts when another child is talking, but when it is his turn he has nothing to say. At times he will say or shout "Aaah" as his contribution.

November 16, 1964:
His behavior is much improved on the playground. He will stay at top of slide a little longer than necessary but is beginning to realize if he stays too long he will not get to play on the slide for the rest of the morning. Previously when this happened he would go to the sandbox and throw sand and then have to stand by the teacher. Now if he loses his turn on the slide he makes an effort to play well in the sandbox. The day his mother is present as helper he is very subdued.

November 18, 1964:
In creative period he wants help with whatever we're doing. He will not draw anything on paper. When talking to his mother about his misbehavior she says he doesn't do these things at home or he knows he will get a beating. His father is now home to help her too.

December 14, 1964:
Leon has been absent a week. His behavior is much improved on his return. He is not as negative in his reactions. He is joining in group activities more.

December 16, 1964:
We made gingerbread boys for the Christmas tree. His turned out very well and this pleased him. He also made one for Bob who is absent. The children get to pet and hold the hamster. Leon squeezes it with a look on his face that makes it appear intentional.

January 4, 1965:
Leon's behavior is greatly improved after vacation. He is playing better with children. He is able to use scissors, which were introduced today.

January 7, 1965:
At snack time one of the children said, "After lunch we go home," and I'm certain Leon said, "And when I get home I get a whipping." I said "What?" but he would not repeat it.

January 13, 1965:
Leon brought a book over to me to read. We all sat on the floor and he was right beside me listening to the entire story. Before he went home (while his mother was cleaning up the tables) we sat on chairs and he asked me to read him another book. There is a big change in his attention span, ability to sit and listen and enjoy a story or book.

January 14, 1965:
Leon and three other boys went through a spell of naughty words this morning and also a shouting period. When I returned from a meeting, Leon brought over a book for me to read to him and sat very close to me on the floor. When I'd finish a page, he'd turn to the next one. One of the other children wanted to turn a page and Leon nodded his head that it was all right. This is a big change for Leon.

January 25, 1965:
Leon seems to do much better without the influence of Bob. It appears that when Bob is defiant it triggers Leon to see how defiant he can be also. Today with Bob back after a two day absence, Leon reacted this way; lying on the rug when we're sitting, not standing for the flag salute, not resting at rest time, etc. I finally separated him from the group and had him sit at a table. To attract our attention he now sang although he would not sing when the group. I kept him at the table when the children went out to play. His temperament improved considerably.

January 29, 1965:
In the sandbox, Leon was busily making sand cakes. He told me something that I did not hear. When he repeated it, I learned that he had made a "cake" for me and one for him. I think his mother may have helped him learn the "pledge." He was repeating it at different times this morning.

February 2, 1965:
Leon is exhibiting his negative behavior again. He will share a truck when asked to but is reluctant about doing so. He does not join in with the group at fingerplay and song time. He is wriggly and up and down.

February 4, 1965:
Ray said, "My mother told me something." When I asked what, he wouldn't tell me. Later he said, "She said I should help you." This wasn't one of his days to help me though.

February 9, 1965:
It seemed that Leon dared to misbehave today with his mother being present. She was scolding him on various occasions. As we were lining up to come inside for lunch, he bit one of the boys on the arm for no apparent reason other than he wasn't first in line.

February 10, 1965:
When the boy who was bitten by Leon arrived this morning he went right over to Leon and said, "I'm going to hit you for biting me." He did and Leon took it without any other reprisals.

February 15, 1965:
Leon was in a very cooperative mood today. He came in very cheerfully and decided to paint. He hasn't painted for a long time. He liked me to stay near to comment on his work. When he had a very "choice" dump truck he offered it to another child.

February 25, 1965:
Leon's mother was quite severe on Leon today. She said several times, "I'll get you when we get home." At lunch time she came over to reprimand him and he started crying. I think it surprised and embarrasses her that he cried and she said "Leon, stop that or go out and sit in the car." He stopped.

February 26, 1965:
Leon was defiant and in a negative mood today.

March 2, 1965:
Leon offered children things he was playing with several times this morning when they wanted a turn. He still finds it difficult to sit and join in on group activities.

March 10, 1965:
At the meeting, Leon's mother dwelled on the topic of wanting Leon to behave at nursery school. She related an instance of having met Leon walking home from school one day at noon with two other children. They were standing at the fence throwing dirt at the children and she told him, "I'll get you when you get home."

April 19, 1965:
Leon exhibited negative behavior and was aggressive to his playmates after week's vacation.

May 20, 1965:
When one of the boys who needs reassurance that after lunch we go home was asking about this, Leon said, "No, we don't." Another time when this same child was making certain we would wait for his mother to arrive before leaving on a trip, Leon said, "No, we won't wait."

May 24, 1965:
Leon's mother comes an additional day each week to help in the nursery lately. She helps Mrs. Orendain in the kitchen more than helping with the children however. She seems to have gained little insight in to how to work with the children.

The following summary will be added to Leon's permanent record file.

> Leon was enrolled in preschool on November 9, 1964. He entered school as a negative, defiant child and made great strides during the year toward reacting in more positive ways. He requires much praise and adult attention. His mother's main concern seems to be that he behave at school and he is disciplined strictly at home. In group situations it is difficult to keep his attention. However, he became interested in books and enjoys storytime and being read to individually. He remembers details. He can count objects to five, does not know his colors, and knows his street address. He is right handed. His mother was a reliable worker in the preschool.
>
> January 19, 1965 -- Weight 37 Height 42"
> May 21, 1965 -- Weight 42 Height 42 1/2"

Anecdotal Record 1965-66

By:
Wilda Mabry

These two children's case studies are presented to show two extremes in child development. In the fifteen children, there ranges a wide spectrum of personalities and reactions to school. Generally most children respond well, and they are growing emotionally and maturing in every way.

Roger is the child with the most serious problems and Jose appears to be one of the normal boys for his age.

Jose entered school with a good attitude. He comes from a family where a great deal of love is shown. He is the oldest boy. Generally speaking, he was father's model of perfection.

His main problem when he first entered was learning to take turns on the wheel toys. He entered into all activities willingly. He was shy with other children, but not with adults. When he was unable to have what he wanted, when he wanted it, he would wail loudly. His paintings were complicated and interesting. He usually drew a half circle surrounded by radiating lines. He would go over this design with each color at the painting easel.

After two weeks at school, he was still playing alone most of the time. He played with all of the toys, but none of the children. He started block play earlier than the other children.

By October Jose had started to socialize. He was playing well with other children especially in block play. When his mother was present for her work day, he tended to cry and whine for everything. He did not do this when he was alone at school. He received a new jacket this month, and was very proud of it. He could put it on and zip it up all by himself. This he did when it was 90° outside. Nails and hammers were introduced in the program. He methodically straightened a nail so that it was usable. Perhaps he had seen daddy doing this for he had been remodeling the house. He made the statement that his father hammered when he fixed the house. Stories interested him by now and he would ask for a story to be read.

By the end of October, Jose had begun to assert himself. If someone struck him, he would hit back. However, I never saw him instigate physical force. He learned the word, "no", and he resisted all activities such as juice, lunch and rest. If given time he would soon be diverted and join the group.

This learning to assert himself bothered his father at first. However, we discussed the necessity of a child asserting himself and defending his rights. Father is a minister in a Spanish speaking church, and is very interested in all activities at school.

Jose was still responding with "no" to suggestions in November and seemed to enjoy this new found power. He now played actively with a group of more aggressive boys. He giggled and kicked his feet at rest time and seemed to enjoy being a little bit naughty. His mother seemed happy to see this more social assertive behavior,as she felt he was too shy and quiet before.

This little boy has a strong sense of right and wrong as the following tale will show. The teacher, being an RN, was given the task of collecting and testing specimens of urine. The collection was made in paper cups. All the children cooperated beautifully except Jose. He was adamant. "No." I did not press the issue as I intended to speak with his mother. This is the tale she related: Jose came home very indignant. "Mother, that teacher, she is crazy. She wants me to pee in a cup; and cups are for drinking, not for peeing. It was wrong so I wouldn't do it." His mother explained, and the next day he cooperated although from the expression on his face, I'm sure he still thought I was crazy. Interestingly enough, we never use paper cups at school for drinking purposes.

By December Jose had become "one of the boys.' He is interested and participates in all activities at school. He continues to answer with "no's" but he doesn't seem to really mean them. He's become quite a tease, laughing hilariously at his jokes.

Recently his grandfather died, and he told me all about it. He was very upset that day. He confides many of his problems to the teacher, little ones, big ones, sad as well as happy incidents.

In January, the children had physical examinations. They were prepared for them, we thought. However, during the examinations I heard this screeching emerging from the examination, and there I found Jose absolutely petrified of the whole procedure. Nothing would comfort him until the trial was over. He had had an injection at the last doctor's exam and he was sure he would again, although he was repeatedly assurred he would not.

After the visit to the fire department Jose became a fireman daily. He organized the whole fire department issuing orders to everyone. Teacher was not excluded and had to sit on the back of the elaborate fire truck constructed of large hollow blocks that resembled the real thing with sure accuracy. One day our tallest boy, Johnny, and Jose became involved in an altercation and to everyone's surprise tiny, shy Jose put up his fists and offered to fight.

As the weather started to improve toward the end of February, we started to play outside again. Jose suddenly started to cry over every little frustration. Although he participated actively, he seemed less sure of himself in this outdoor play instead of the indoor play where he was the kingpin.

Another adjustment had affected Jose. His mother has gone to work as a teacher's aide. He goes to Day Care Center after school and it all seems to be just too much. He cries easily, refuses to take turns willingly, and seems generally all out of sorts. Finally by the end of March, Jose seems to be adjusting. After talking with mother and the Day Care Center Director, it seems that he is resting better at nap time. He is now more at ease, less tense and tired. Since mother goes to work early, Jose arrives at school earlier than the rest. He helps the teacher set up the classroom and greets the other arriving students. He chats freely with everyone.

Jose's Easter present to teacher was a bottle of bugs, which he proudly showed off to all of the children. He willingly talks in front of the group. He's found a friend in Lewis for they both have the same problem. Both mothers work as teacher's aides, and they will come to me and tell me they want their mothers. However, Jose's concern doesn't seem very great, but Lewis' is and he will cry. Jose will comfort him, and we try to talk this concern out.

Jose just had his fifth birthday. We had made egg carton caterpillars and so one of them "blossomed into a butterfly" for Jose's birthday cake. Such a happy one.

This child represents one of the well adjusted, happy children in the program who has profited by the social contact with his peers. With his eager, inquiring mind, his generally good attitude, and very cooperative parents, his chances for school success are excellent.

Roger:
Roger entered school a shy, quiet, serious child. Early in the school session we used rhythm instruments. He played the drum and demonstrated a remarkable ear for music and rhythm. However, until today, he never participated in music rhythm again. He was a total loner at first. His paintings were dark and solid.

After two weeks at school, he still retreated. He seemed so lonesome. He would cry frequently, and I was never quite able to determine the cause.

In October, he still was not communicating. He climbed the fence and would run away from the group at every opportunity. He needed to be physically but gently brought to all activities such as juice, rest, etc. There was no apparent response to the teacher at all. About this time we introduced "can walking" and "bean bag throwing." He could do the walking very well and he threw with unerring aim. He would play catch with me and almost seemed to enjoy it.

By the end of October he had become violent in his reactions. From a fairly passive child, he now was a violent one responding with kicking, biting, spitting and crying when presented with the simplest of requests. He continued to run away at every opportunity.

By November he had found a friend in Frankie. In fact, when Frankie was absent for a few days it was almost impossible to entice Roger into the school. He would wait outside until Frankie arrived in the morning. These two actually ganged up against activities. Whatever Roger did, Frankie would do.

Up until this time Frankie was the first to sit for stories, join in activities, share with others, and would have been termed cooperative. No longer! They went off together and would glare at the teacher. Sometimes they found themselves entering into activities in spite of themselves.

By late November Roger was still resisting any physical touch. He was the only child who did not want some display of affection offered, he didn't want to be held. When suggestions were made a great deal of time was needed before he would respond. If he wished the teacher's attention he would hit her. When encouraged to voice his requests he walked away. I spent as much time with him as possible. One day I let him stand up in the wagon while I slowly pulled it. He even laughed because he balanced so well. He was very well coodinated. He could kick a ball very well and he enjoyed encouragement in physical activities.

By the early part of December he had acquired another friend, Danny, a very active boy. They joined in block play and participated very actively in outdoor play. They played a game in which they "tied" the teacher and they did all manner of things such as "burning her," "cutting her up," etc. Frequently he would be the first one to release her from her "jail." He progressed to giving the teacher terse orders such as "move," "milk," "give me that,", etc. He usually hit me to gain my attention although I'm sure he knew that he could call me teacher.

After Christmas vacation Roger was a loner again. He refused to join in activities again. Finally after a few days he joined in with singing and stories.

He is the youngest of eight children; five girls, three boys. The father left the home last year and the mother states that Roger was close to his father. She is worried because she has "trouble" with him and she thinks he is spoiled. When he disobeys her at school, she will pinch him. It took me a long time to find out why he would cry out on her working days. She seems to want help with him.

During the hearing tests he was the first to volunteer for the test. However, he did not raise his hand or indicate if or when he heard a sound. Does this child have a hearing problem or an emotional problem?

The physical examination showed Roger to be a very normal healthy child with no apparent hearing problem. The M. D. stated that his problems are probably emotional. He suggested that perhaps an extra year in preschool might help so that he would not be buffeted about so soon in the mainstream of life.

How I wish Roger had had a birthday sooner. What a wonderful day it was. We had cupcakes which we decorated for his birthday, and each child had a candle to blow out. He seemed happy all day laughing out loud for the first time. This day seemed to be the beginning of steady improvement.

He frequently sits at the flannel board and appears to be not hearing a thing; then suddenly he will decide to join us and will do everything accurately. He has even started whispering colors to me.

By February, he was really starting to become more active with the whole group. One day he ran to greet Mrs. Lewis and hugged her. Another day, he shyly put his arms around me. He reacts more positively with suggestions. Roger is becoming more independent of Frankie who is now very dependent upon Roger.

By March he was continuing to improve. He and Frankie still run to the top of the slide when called to lunch, but soon come when the group goes in. His wonderful appetite couldn't resist lunch. He is starting to work out his own problems now. He will decide if he wishes to join the group or if he would rather be alone until he "feels better."

Spring has brought Roger to the point where he can talk in the group situation. Today he told me how to fix the color clowns. Occasionally he'll pop out with something spontaneously, and he is always correct. I'm sure that he is hoarding knowledge, words, and ideas and if we're lucky, he'll give forth some day. He requested a finger play at the lunch table for the first time and participated in it. This is a first for him. He will give

Mrs. Serna an affectionate hit or smile now and then. So he is coming out of his shell.

Slowly but surely he has developed this year. If this child is to have a successful school experience, he will need the patience and understanding of his teacher and help from every available source.

Anecdotal Record 1965-66

By:
Flora Lewis

The following two children were chosen for my report, because they represent two opposite extremes. They both said "no" at first and refused to enter into any activity.

September:
Danny was a tiny little fellow. He was very bright but very shy and "cautious." He did not want his mother to leave him when he first came to school. When she did, he refused to participate in anything. He just quietly said "no" to everything all afternoon.

He would not come to the table for lunch, but backed away from us until he was at the back of the room from where he solemnly watched the other children. We couldn't get him interested at snack time when we served juice and cookies, either.

When rest time came,Danny cried when asked to lie down on his towel. Not defiantly, as some did, just broken heartedly, saying between sobs, "My mother doesn't make me take a nap." It was all too new for him, and he needed time for adjustment.

Play in the yard was a bit too rough for him. He couldn't bring himself to come down on the slide. He would rather watch. But he would ride the tricycle, however, and play in the sand when no one else was playing there. He watched first and when the others went away he played. Danny was a real "loner."

October:
Danny finally gave in and came to the lunch table. Ice cream did it. We asked if he would like to have some with us. He came and ate his ice cream but left as soon as he possibly could. We hadn't yet introduced "Please excuse me" for we were concentrating on their not grabbing food, a habit many of them had, or throwing food under the table, or banging their dishes, basic things like that. Lunch time was a very painful experience for the teacher at first.

One day Danny decided to come to the table "all by himself." This was typical of Dan. He might be slow in entering an activity, but when he did, he wanted to do things "all by himself." The next day he wouldn't come near us at lunch time. Finally he came again, but would eat only corn bread. This continued to go on and we accepted it as normal. We accepted him when he came and ignored him when he refused. But he decided to cooperate a little more at rest time. He would sit on the towel, now.

Out in the yard he asked me if I would catch him if he came down the slide. When he had climbed up to the top,he sat down to question me again. After many reassurances down he came into my arms. He did not want to try it alone, however.

Every new venture still had to be witnessed and thoroughly understood before Danny would participate. Until that time, all we got was a shaking of the head and a "no." He was so little, yet so bright and knowing. All he needed was time enough to work things out "by himself."

November:
The clay dough, made from flour and salt and water, and very pliable, was a delightful experience for most of the children. But not for Danny! He had used it some, but usually only after the others lost interest and had gone away. One day I offered him some oil-base clay. This was difficult to manage, as it was hard when cold, and had to be warmed with the hands. His hands were so tiny. But he took it and worked with it a long time, alone, and finally brought it back to me. When he asked for it another time, he had played with it for just a few moments when he came to me very excited and said, "See what I made."

I could readily tell what it was with its curved, spiked back, and a long neck and tail. I asked him what he called it and he said it was a "danasaurious". That's as near as I can come to spelling his way of pronouncing dinosaur. We decided we should save it for his mother. When she saw it she was very much surprised for he had no clay at home and she had never seen him making anything.

"How did you know about a dinosaur?" I asked. He said, "From a book." Then his mother told me that he had found some pictures of a dinosaur in the encyclopedia and had been very interested. For several days Danny made dinosaurs for me.

The small blocks fascinated him. He asked me to come and see what he had made one day. He had small blocks arranged in a rectangular shape, like a fence, with an opening like a gate. Inside was a large, flat block, standing upright. And there were miniature cars placed in rows in front of this tall block. He carefully explained that this was a drive-in-theatre.

One of the other boys wanted to drive in and Danny said "okay" but when the boy started to bring the little car in, Danny said, "Wait, you have to buy a ticket." So they played buying a ticket, and the little car was allowed to go in. This was the first time that I had seen Danny as the leader in play and it was a wonderful experience for him.

He did many beautiful things with blocks, very creative. Turrets and towers were his specialty. He was always so satisfied with his work and he practically demanded that we "come and see."

December:
Eating at the table was practically an established thing now, and although he didn't have a big appetite, he willingly tried new foods. Nap time was becoming routine. At first, when he began to "give up", he needed a book with him, but now he could relax and rest without any props.

He was beginning to play with the other children more freely, and they accepted him. At first it was a little difficult for some of them. They would say, "We don't want you." He gained some prestige, however, owing to the fact that he could tie his shoestrings "all by himself" a feat only one other boy in the whole class could do.

When they played "Monsters," Dan was the fiercest of monsters and could growl and make faces as well as the next. He also slid down the slide alone, landing on his feet; a real accomplishment.

Another thing developed. Very seldom would Danny smile. But by now he was smiling with the others and saw many things that were funny and could laugh and talk about them freely. Once in a while, however, we still saw him off alone, "scowling."

Seeing these improvements, we were all surprised at Christmas time. Mrs. Mabry, the morning teacher, had made pinatas for the children, but this was too new for Danny. He just wasn't up to it. He was the only child in either class who refused to hit the pinata although we gave him several chances. When it was finally broken,it took persuasion for him to even pick up some of the candy.

He also had a little trouble with the hearing test, but finally made it. When Mrs. Dudley, the nurse, asked the children to raise their hands when the earphone made a noise they all did...all except Danny, he just shook his head. Then we suggested that he be the first one to try and sent all the rest of the children outside. He accepted the earphone and listened, but wouldn't raise his hand, only nodded when he heard the signal. (Many of the children found it difficult to raise their hands, and had to resort to nods.)

Whem Mr. Springett came to take pictures every one was willing to pose smiling...all except Danny. He posed, but with a scowl. No trick Mr. Springett tried could bring out a smile from Danny. Then we introduced soap bubble pipes and Danny was delighted. He knew about these and came to Mr. Springett to show him his bubbles. Mr. Springett caught him in a gleeful laugh and said he thought he had a prize picture.

Though Danny still wants to work alone much of the time, which is good, too, because he is creative, he is beginning to really enjoy playing with others. He is playing a bit more roughly, too. One day he had been playing inside and came running outside where I was and said "Come and see my trick." This was a new venture, a trick. It consisted in his jumping over some block structures he had made, knocking them down, and ending in a dramatic flip-over, so Danny is coming along.

January, 1966:
"Tricks" are still very much a part of Danny's day. All kinds of tricks, from jumping over block barriers, to making " gold - invisible"...He has become intrigued with the word "invisible." I do not know where he learned it. But the other day he came and whispered to me, "Come and see my trick."

He took me to the sand pile. Then he held up a small rock. "See this gold?" he said. Then he dug a hole in the sand, and buried it. "There, I've made it invisible." When I asked him what "invisible" meant, he said, "Oh, it means you can't see it."

We were very much surprised at his brave reaction, when we visited the fire station. He looked down the big hole, from the second floor, where the firemen slide down the pole. (Some refused to do this.) When the big siren blew he didn't hide his face, but stood quietly, and seemed to enjoy it! When we told his mother how well he had come, she said, "Well, I have learned that if I tell him in advance, to do whatever his teacher tells him to do, that he will do it. So she had instructed him to do whatever his teacher told him to do when he visited the fire house. And when we asked him to look at the various things, he trusted us, and responded!

One special feature the firemen demonstrated was the smoke mask, with its tank of oxygen. They told how the smoke could choke a person, and how important it was that they wear the mask when there was lots of smoke in a burning building.

Shortly after their visit, the children had a terrible fire in their block house. They rushed for their red fire hats, which the firemen had given them, and swished imaginary fire hoses all over the place. But Danny lay flat on the floor. We couldn't make him move. When it was all over, he explained that his smoke mask had broken, and the smoke had made him dead. For several days after this, we had dead people all over the place due to broken smoke masks.

February - March:
Danny has continued with his creative building. He built a block house which included a bedroom, with a closet, which was to be my room. He had a washing machine, a stove, and a telephone in the kitchen. In the living room he had a television set, and a table with block chairs. I was outside and he came running to me and whispered that he had a secret, "and please come in and see it." I was escorted to my room where I had to go to bed for awhile, and afterwards they took me to the living room and we had lunch.

He also gave me a lovely birthday party one day! We had had parties for them, but this one was mine, he said. He had made cookies out of pink clay, a birthday cake with candles, imaginary coffee and clay hot dogs! There was even the artificial flowers from their playhouse table. I asked him how he knew it was my birthday and he said, "Oh, I just knew it."

Danny's younger brother is a little larger than he, but the other day his mother told me that he whispered (he always whispers important things) "Danny is going to have to work hard,so that he can get as big as I am." And he is showing that he feels big; accepting responsibility, following instructions, and, at play, demanding that he be recognized as a leader.

He will say, "Everybody stop and come and see my new trick," or whatever it is that he wants to show them. And he won't show them until he gets a worthwhile audience. And the other children respond willingly. This shows a real growth, I believe, not only in Danny, but in the others as well. For there was a time when they wouldn't listen to him, and often said, "Go 'way."

If things go wrong with Danny, he doesn't retaliate, as do most of the children. He just pulls back into his shell, and sits alone, scowling. One day he came to me and said, "I'm not going to make any more houses." Before this he had made a house for every adult at the nursery. They were having a tea party in the house that he had built for Mrs. Morse, when he spilled some water. The others laughed but Danny was highly indignant. He wasn't going to make any more houses. He was going to stay away from all of them. They hadn't been nice to him. It was quite awhile before he would touch any of the large blocks but finally he forgot all about his sad experience and was working with them again.

Another time, when he was playing "monster," and chasing the children, they ganged together and put him in jail. This was too much for him, "Because," he said, "monsters are not supposed to be put in jail." So, he went into seclusion.

Danny is a very neat little boy, and he had to withdraw in protest when someone deliberately mussed up his hair. He said, "They shouldn't have done that."

April:
In our daily schedule, we call the different periods, "times:" Quiet time, resting time, noisy time, play time, listening time, etc. If they were noisy at "listening time," I would remind them what time it was, and how they should be acting. So Danny now has an "invisible" watch, that tells listening time, play time, and then he said, with a shrug of his shoulders "Just all kinds of times."

He told his mother that he had a "little me" inside of him, and all he had to do was to push the little push-button on his tummy, "And it makes me talk and whistle." By the way, he is one of the few that can whistle.

One day I asked him ro remember to take his school pictures home, and he said, "Oh I will. I'm a good "member. I 'member real early."

Danny will now volunteer to tell a story or tell about a picture, etc., instead of the "no," of earlier days. Although he is creative, and does excellently in so many activities, he hasn't yet mastered scissors and pasting. It doesn't seem to worry him, however.

A few days ago he came in with a great "secret." He took me aside and whispered, "Mommy's going to have a little baby. She's going to have it in December, and she's glad." I asked him if he was glad, too, and he said, "Oh yes." Then he went around to all the adults whispering to them his wonderful "secret."

Danny has shown steady development. From the little boy who was frightened at every experience, when even eating lunch was very difficult, when play with others was too much for him, when every new experience was greeted with a "no", he now is a very verbal, articulate, child, able to successfully cope with new experiences, adults, and classmates.

September:
Rachael was a "won't-er." She just wouldn't do anything at the right time. She wanted to do exactly the opposite in everything. She was a very demanding child, stamping her feet, going into tantrums, yelling and screaming. Her "speaking voice" was a piercing yell. She pouted at any kind of a denial. When others had a toy Rachael grabbed it and when she was refused went into a pouting spree that could last the whole session.

Rachael grabbed food at the table, never asked. She would demand milk, deliberately turn her glass over, and let it run out on the table. She also jumped up from the table and ran around. If we were successful in getting her back she refused to eat and pouted. She would shove things on the table, her plate, her glass, or any dish of food near her. Also, kicking her feet under the table seemed to give her a great outlet. When the noise became so loud that we were forced to notice it,we had a kicking, screaming child to remove.

Nap time was a complete failure. Rachael simply refused to take a rest, and spent her time bothering other children, until again she had to be removed.

October:
To Rachael the toys still belonged to her and when anyone wanted one from her she was highly insulted. I wanted her to share the soap bubbles with another child, but she looked up at me (there is no guile in Rachael) and deliberately broke the little plastic pipe and threw it away. In other instances she had broken things rather than share. She threw away and tore books if things were not going right with her, or someone came too near. "Rachael hit me," was heard many times a day.

She still talked with a penetrating voice,although she stopped the other day and listened when I asked her to try and talk more quietly. I was encouraged when she listened, but it was a rare thing.

Rachael liked to play with clay dough but was very messy with it. Being messy is not a crime at nursery school. It, rather, is a good, healthy outlet with therapeutic value. But with this comes the responsibility to help clean up. But Rachael refused to help and would back away defiantly, practically daring us to come and get her.

With all her resistance and refusal to cooperate in the routine program of school, Rachael also refused because of fear. The lamb at the farm frightened her. She was the only child who reacted this way. She also cried and ran away when the dog came too near. She did not enjoy her visit to the zoo as much as the other children did because she was afraid the animals might get out and hurt her.

November:
One day, during outdoor play, I had a pleasant surprise. For the first time I heard Rachael say "okay" when it came her turn to share the big tricycle. It was voluntary. Ronnie wanted it and she jumped off and watched him ride away. But it didn't continue. She had difficulty in sharing but she was beginning to smile and her smile was beautiful. It lighted up her whole face.

Nap time was improving. While she was still restless, she learned not to bother the other children so much. Table manners were improving, too. She was finding that she got better results when she said, "please" and would do so now when prompted. It still took a little prompting. Our rule at snack time is "one cookie at a time" but Rachael still insisted on taking two or three, not trying to hide them as some of the others have done. What Rachael did was out in the open, for all to see. But it was not being done so much now in a defiant manner but more as if she were trying to tease us. She can even laugh now when we tell her "no" instead of pouting; not consistently, just once in awhile. She seemed to want to cooperate but the urge to not do so was greater. An incident happened the other day that gave us quite an insight into Rachael's deep need for attention and affection. Her mother works and her grandmother had always come as the "mother's helper," instead of the mother. But one day she danced in, laughing and yelling, "My mother came today, my real, real, mother!" (She often called her grandmother, "mother.") All day, when any one would listen, she would tell them, "My real mother came today." We didn't have so much trouble with Rachael that day.

December:
Every day, in every way, Rachael is getting better and better. Even her voice is beginning to tone down. She is not so resentful at the discipline the other children give her when they refuse her demands. And, she is not so demanding either.

The other day she brushed near me, held her head up with her lips puckered, and wanted a kiss. She has come back several times to receive a kiss. In many little ways she is beginning to show affection. I can reason with her now a little and when she pouts we can talk about it together. But, she does hate to give up and her first reaction to any negation is pouting, only now it doesn't last so long.

Her first "please" at the table without any prompting, came as a very pleasant surprise. After she had said, "please pass the bread" she laughed. Rachael knew she was surprising us.

As with all others, there is much room for growth in Rachael. How far she will progress I can't say, but I believe that there has been a "break-through" and that Rachael is on the way to becoming a responsive child, learning to live agreeably with others and liking it.

Because Rachael has left the class, I will write a few paragraphs about Rosa, a little Mexican girl, who came to school late in October.

I had known her parents before she entered school, so I knew something of her background. She was strictly disciplined, never allowed to get dirty, and she was not allowed to play when her mother was visiting. She had to sit quietly and not talk. She was whipped severely for what they called disobedience, or naughtiness, and in some instances, unjustly so.

She had been given a box of crayons to take home. Everyone in the class had received one, at a special art meeting, and she was delighted with hers. But when Rosa told her parents that the crayons had been given to her at school, they would not believe her and whipped her for telling a lie.

So, when she entered the class, she was very quiet and shy and talked very little. But with encouragement, she began to enter into the various games. She found a new freedom and being an extremely bright child, she responded quickly.

But it wasn't very long before she, too, began to say "no." Almost all the children at the first of the term were negative, saying "no" to everything and every experience offered them, and there was enough of this for Rosa to "catch on." She realized that this was a free country, with free speech and so she could say "no" when she felt like it! And when especially provoked, she added weight by sticking out her tongue!

This we considered "normal" for four year olds, and we were delighted. For we knew, if we let her discover her freedom, that sooner or later she would find acceptable channels in which to express herself. And it has turned out this way.

Now, Rosa responds delightedly to suggestions and loves all the different types of play. She will slide down the slide with a flair and a flourish. She will climb dangerously and exults in it. The sandbox fascinates her. She loves to get her hands in it, and sometimes takes off her shoes and stockings and gets her feet all over sand, too.

At rest time we usually play soft music. One day it appealed so to Rosa that she stopped resting and began to dance! She didn't jump about, but did the most beautiful little dance, very dainty and delicate. The others were quick to see their opportunity and one by one they, too, began to dance. But none of them had the feeling and execution as did Rosa. It was beautiful to see.

And Rosa is developing into a leader. The first time this was noticed was when we saw her gathering a group of children and demanding that they sit down and listen to her read! She had a book and was making up a story to go with the pictures. It wasn't much of a story but she did command attention.

Another time she wanted a boy to go walking with her. She was all dressed up in playclothes, high heels and hat and a long skirt. She took hold of the boy's arm, but he rebelled and pulled away from her. So, Rosa slapped his hands and he meekly complied.

Rosa's mother has shown a remarkable understanding and has accepted the "new way." At first she thought we were too lenient with Rosa and would shake her head and want Rosa to be disciplined. One day when her mother was out in the yard Rosa began to jump up and down on a heavy board which was placed over a slat in one of the big climbing boxes. The board would bend at each jump and her mother thought she should be stopped. When she was told that they all did this and it really wasn't as dangerous as it looked, she decided to let her go on. So Rosa jumped until she was ready to stop and then ran away to play at something else.

All this must have been told to Daddy, for one day we looked up and there was Rosa's daddy and mommy standing in the doorway. He wanted to see what was going on! So we were able to show him all about and the remarkable thing to us was that Rosa was completely oblivious to them. At rest time she kept right on kicking about and rolling on her towel, even though we spoke to her. She wasn't afraid of her parents anymore.

And as her parents watched it all I felt they had come to understand their little girl better. They were smiling as they left with Rosa dancing and jumping between them. She wasn't held by the hand and told to walk quietly.

I feel that kindergarten will be a wonderful challenge to Rosa, as she is so eager for new experiences. For now she is no longer ruled by fear, but is able to express her own exquisite personality "all by herself."

PARENT INVOLVEMENT AND POLICIES

By:
Leona Morse

Format of the Fels Preschool Nursery Project:

1964-65:
Two Sessions - 9:00 a.m. - 1:00 p.m.
12:00 Noon - 4:00 p.m.
(Family style lunch period provided large group experience. Both sessions ate at the same time.)

1965-66:
Two Sessions - 8:30 a.m. - 12:00 Noon
12:30 p.m. - 4:00 p.m.
(Lunch provided for all children, small dishes, family style.)

Parents are involved in planning activities and in modifying the program to better meet the needs of their children.

Thirty children, ages three years and nine months, to four years and nine months, were divided into two sessions. Each session consisted of fifteen children. The children were served free lunches. Teachers and parent helpers were charged thirty-five cents per meal.

The classes were staffed by one teacher for each session, a matron who works through both sessions, and participating mothers of the children who each work one session a week.

Consultants were provided by the Hanford Elementary School District and the Kings County Superintendent's Office, on request. Volunteers of the Kings County A. A. U. W. were also active in helping to develop and maintain an effective curriculum.

Parents or guardians of the students enrolled were organized into an advisory body, which met at regular intervals to discuss various aspects of the preschool, such as:

1. Physical properties: requirements, provision and maintenance.
2. Educational and play materials.
3. Staffing of daily sessions by parents, enforcement of regulations regarding parent participation.
4. Parent education concerning program, parents' questions and criticism of school program.

Parent's groups critically evaluated the program and offered constructive suggestions and concrete assistance in making changes that they felt essential, after appropriate study and discussion.

Parents' Participation and Responsibilities:

1. Each parent or guardian was requested to work one session a week, provide an acceptable substitute, or pay thirty cents ($.30) an hour ($1.20 per session) for each session missed. If absence was unavoidable, arrangements were made in advance with the teacher so a day could be traded with another mother, or an extra day could be worked.
2. Each parent or guardian was responsible for prompt and regular attendance at school. If a child was to be absent, the parent was to notify the teacher.
3. Each parent or guardian was responsible for transportation to and from school. Children were to be picked up promptly after a session, or arrangements were to be made for their care, in order that the afternoon teacher would not be responsible for lingering morning children or delayed after four o'clock in the afternoon.
4. Parents or guardians were expected to help plan the school program and activities at Parents' Group Meetings and share their opinions or suggestions with the group and with the school staff so that the program could best reflect their needs. Every effort was made to make the meetings convenient and interesting.
5. Parents were interviewed and assisted in fulfilling their responsibilities by the Fels Social Welfare Consultant or the community coordinator. Problems, such as baby sitting with younger siblings, transportation and care for child or sick or working mother, were discussed with teachers or the community coordinator.

Policy Revision Effective March 1, 1966:

Mothers are to be paid $5.00 for each one-half day work session spent at the Fels Nursery School. (This action was taken because some mothers were attending basic education classes three mornings each week while others were training as teacher-aides. Mothers from this latter group were eventually employed as teacher-aides with the Hanford Elementary School District and the Lakeside Elementary School District. Teachers and the coordinator are convinced that the work experience with Fels Nursery School was directly responsible for some teacher-aide appointments.)

It shall no longer be necessary for mothers to work one-half day per week as a condition for their child's nursery school attendance. (This change of policy resulted in the return of four children to Fels Nursery School who had been removed. It is interesting to note that frequently these mothers, when bringing and picking up their children, are in no great hurry to leave. They enjoy looking around and chatting with teachers and matron.)

Parental Involvement:

The community coordinator works to attain the following objectives:

1. To extend the scope of parental involvement.
2. To sustain positive parental relations.
3. To help provide diversity and enrichment to the instructional program.
4. To work with the representative of the sponsoring organization, the Hanford Chapter of the American Association of University of Women.

This being the second year of operation, parents were generally familiar with the program. An intensive sales job was not necessary to enroll children, and more staff time was spent involving parents in the activities of the school.

The introductory home visits were the first contact the parents had with the school. These visits were conducted by Mrs. Dorothy Castiglione, M.S.W.; Mrs. Wilda Mabry and Mrs. Flora Lewis, teachers; and Vista workers assigned to the area. At this time, parental responsibilities were outlined, the major one being a weekly one-half day work assignment.

The majority of parents fulfilled their work obligations. When attendance was irregular, it was due to lack of transportation, illness, younger siblings at home, outside work committments, attendance at continuation school, enrollment in teacher aide training, personal and family problems, and some instances of lassitude and sheer indifference.

Despite these difficulties the great majority of the mothers in the program were faithful. Several mothers gave time to the program over and above that required by the project. Others provided many worthwhile ideas when asked about additional activities and field trips. Still others gave invaluable suggestions about possible resource persons to be invited to the school.

An excellent example of parent initiative had to do with the lunch program. Mothers observed that the combined a.m. and p.m. lunch period was confusing. Separate lunch periods seemed to be the solution. Parents subsequently suggested this change. The change was made and proved to be very successful.

Parents were encouraged to accompany teachers and children whenever they left the school premises.

The parent education program began in October with a series of noon meetings for one week. Parents, teachers and the coordinator were in attendance. At this series of meetings the program was discussed in depth and program plans were refined.

An art demonstration was presented on November 15, 1965 by Mrs. Nora Wiedmann, an art consultant from the American Crayon Company. Parents observed the demonstration and were involved in the activities along with the children.

Part of the parent education program was directed toward including fathers and other family members. A meeting was held on the evening of November 23, 1965, in which the program was a film of the schools activities. The film was taken by Mrs. Wilda Mabry, morning teacher, and she gave a running commentary with the film. A question and answer period, coffee break and informal buzz session followed the film. Refreshments were provided by the mothers. Eleven families were represented and the staff considered this a highly successful meeting.

On January 13, 1966, Dr. John Castiglione gave physical examinations to all children excluding those who had been enrolled in the Head Start Program the previous summer. All parents assumed responsibility for taking their children to the County Health Clinic. In several instances transportation had to be arranged. But it must be stressed that these arrangements were the result of parent initiative.

The physical examination was followed by a parent meeting on February 8, 1966, to discuss the results. The significance of the vision, hearing, laboratory tests and physical examination was dealt with in detail. Mrs. Louise Dudley and Mrs. Eunice Gould, Hanford Elementary School nurses conducted this meeting. Thirteen mothers attended.

The tamale sale, under the leadership of Mrs. Rosemarie Serna, matron, best exemplified the spirit of parent involvement achieved by Fels mothers. Thirteen mothers gave of their time to make the tamales. Several others who could not give time, donated ingredients. Four hundred tamales were made and sold for a net profit of $43.78. This money helped to finance a trip to Storyland in Fresno, California.

A less direct but equally important aspect of parental involvement was the community coordinator's home visits. These visits, for the most part, were informal and unscheduled. They sought to make parents at ease and comfortable toward the program and those involved in it. To foster this feeling required that the community coordinator play a variety of roles. For example, it was necessary, upon numerous occasions, to help a mother with her school work. Then, there was the instance of the mother who needed assistance acquiring her driver's license. Eliminating the mystery of enrolling in a vocational training class demanded still another home call. Many visits had no purpose other than a brief chat. In short, the community coordinator had to be ready and willing to give a hand whenever and wherever necessary.

Parental Relations:

Sustaining parental relations seems to be a continual round of bolstering peoples self-confidence, of making parents feel important, and helping to solve their personal problems. Parents must be constantly encouraged if children are to attend school with any regularity. This is not a job for one person but rather requires the hands of many. All employees must work together if good parental relations are to be sustained.

Fortunately, the Fels Nursery School had devoted and dedicated personnel. The teachers and matron created an atmosphere in which parents felt free to come and talk about their children. Mrs. Rosemarie Serna, matron, was especially valuable to the teachers. She handled children exceedingly well, but more important was her enthusiasm for the program. Few could escape her excitement. Too, she served as interpreter for home visits to Spanish speaking families and at school she would speak Spanish to those mothers who spoke little or no English.

The teachers, matron and coordinator attempted to meet frequently between sessions. This was not always convenient since children and mothers seemed to be either coming or going. Consequently, the telephone was highly prized during the evening hours. Much of the bolstering and encouraging, the parents feeling of importance, was accomplished at school. However, teachers simply did not have the time to make all the necessary home calls. Some families required considerably additional personal attention by the community coordinator.

Mrs. X provides an excellent illustration of the kind of personal problems dealt with and the cooperative effort needed to resolve them. Mrs. X is sixty-one years old - a proud, dignified, Southern Negro lady. She is weary, and listless. Raising two grandchildren, ages three and five is a burden at her age. She has faithfully fulfilled her responsibilities to the school, however, even though this was with considerable sacrifice and effort on her part. She provides love and affection but little guidance or direction for the children.

Mrs. X became ill and required hospital care. Through the cooperative efforts of the teachers, matron, social worker and coordinator, Mrs. X was placed in a hospital for one week. She was fearful of a hospital, since she had never been inside one in her entire life. After one day in the hospital, however, she realized her concerns had been resolved. The teacher and the coordinator had been with her while being admitted to the hospital, Mrs. Serna, the matron was caring for the three year old at school, and transportation had been arranged for the children. The hours away from school,the children stayed with Mrs. X's daughter. Daily visits were made to the hospital by the coordinator.

Most present needs are neither as dramatic nor time consuming as those of Mrs. X. Mrs. Z is a typical example of a delightful parent to work with. She is raising four boys and one girl by herself. The girl is the youngest and is enrolled in Fels Nursery School. Mrs. Z, prior to the death of her husband, did not know how to drive an automobile nor was she involved in any activity outside her home. She now drives, provides transportation for another child, worked actively on the tamale sale, has attended all parent meetings, and thoroughly enjoys the activity around school. She will frequently stay at school on days that are not her regular work days to help out. Much of Mrs. Z's newly found self-confidence may be attributed to her involvement with the Fels Nursery School.

Program Diversity:

The diversity of the program is indicated by the range of activities listed below: It will be noted that the childrens' activities varied from a visit to the zoo to an excursion to pick cotton bolls. Each of these experiences was extended in the classroom on the days following the activity. For example, it was an enjoyable experience for both parents and children to make Christmas wreaths out of the cotton burs.

October 29, 1965:
Both groups visited a farm to see feeder calves and other small animals.

November 4, 1965:
Both groups visited a zoo in Fresno.

November 23, 1965:
Dr. Maynard Liljeblad, Superintendent of Hanford Elementary Schools, read a story to the combined group.

December 1, 1965:
Trip to Food King Market by bus for both groups.

December 2, 1965:
Jay Clark, Supervisor of Instructional Materials, County Superintendent of Schools Office, demonstrated the use of the telephone to both groups. The telephone kit was left for one week for teacher follow-up.

December 8, 1965:
Preston Green, U. S. Soil and Conservation Office, presented a Christmas tree to the children and also talked to them about "Christmas Trees" and told a story about Christmas.

December 9, 1965:
Doris McDaniel, Library Consultant, County Superintendent of Schools Office, told a story using puppets for both groups.

December 13, 1965:
The afternoon group attended the dress rehearsal of the Lincoln School Christmas Program.

December 14, 1965:
The morning group attended the dress rehearsal of the Lincoln School Christmas Program.

December 15, 1965:
Mrs. Wilva (a.m. mother) made candy for both groups at the school. The afternoon group took a bus trip to a cotton field.

December 16, 1965:
The morning group attended the Christmas Program at Lincoln School which the Woodrow Wilson School students presented. The afternoon group attended the Christmas Program at Lee Richmond School which the Woodrow Wilson School students presented.

December 17, 1965:
Mrs. Febres (a.m. mother) made candied apples for both groups at the school. Both groups had separate Christmas parties given by the A. A. U. W. assisted by mothers.

January 25, 1966:
Trip to Fire Department.

January 26, 1966:
One of the mothers made Mexican Turnovers.

January 28, 1966:
One of the mothers made tortillas for the children.

February 1, 1966:
Field trip to Rubalcava's Bakery.

February 8, 1966:
Parents meeting with Mrs. Gould and Mrs. Dudley, school nurses, to discuss health examinations. Thirteen mothers were present.

February 11, 1966:
Two mothers who were working made Mexican turnovers.

February 18, 1966:
Mothers prepared Mexican food for the children. Four mothers were present.

February 23, 1966:
Mother supplied candy for the children.

March 2, 1966:
Both groups visited Silva's Dairy on Fargo Avenue. There were many farm animals the children were able to observe.

March 19 and 20, 1966:
The Fels mothers had a tamale sale to raise money for a trip to Storyland in Fresno. Thirteen mothers participated in making the tamales, others who were not able to work donated ingredients. Four hundred tamales were made with a net profit of $43.79.

March 31, 1966:
A mother made Easter baskets for the p.m. children.

April, 1966:
Parent participation and attendance at the nursery continued to be successful. Most mothers have now become very capable teacher aides.

May, 1966:
Both classes went to Storyland in Fresno. Eight of the parents accompanied the students on this trip.

Sponsoring Organizations:

This is the second year the the Hanford Chapter of the American Association of University Women has sponsored the Fels Nursery School. Members of this group frequently served in a supervisory capacity. Their service also took the form of musical presentations, oral reading, story telling and the like. Further, the members sponsored the school Christmas party. Members served as hostesses and gave each child a book as a Christmas gift.

Mrs. Dorothy Lifshatz is the current representative for this group. One of her tasks was revision of the policy statement, "Suggested Procedures for Fels Preschool Volunteers." Each volunteer was mailed a copy. A copy of the policy statement is attached along with a listing of the volunteer workers.

Mrs. Liftshatz took it upon herself to acquire used clothing for distribution to children in the Fels Nursery School. These clothes were distributed among four families.

Suggested Procedures for Fels Preschool Volunteers:

In contrast to last year's recommendations, it has been suggested that volunteers take a more active part with the children.

These children need to be spoken to by an adult or interested person. If they are building, or playing a game, we can show interest in their activity by a compliment or statement that they will then evolve on. The point is to be interested in the child in any way. This does not mean to pounce upon the child, but to participate with him. We can read stories, play records, organize a game, or anything the volunteer feels would interest the children.

If it is necessary to discipline, removal from the group or activity and substitution of desirable activity may work.

We may show disapproval of a child's actions, but never of the child himself. Some children need more help than others in adjusting themselves to living with other children.

Fels Volunteers:

- Marion Ayers
- Martha Bair
- Pat Bergthold
- Susie Bruce
- Doris Carey
- Bobbie Case
- Cleo Jean Christensen
- Joan DeGioia
- Joan Dorman
- Betty Dunn
- Betty Fadenreicht
- Ellen Frasieur
- Shirley Levine
- Dorothy Lifshatz
- Marsha McCoy
- Jean McEuen
- Jean McSwain
- Deanna Nelson
- Linda Robinson
- Lorna Uno
- Judy Wilton
- Mary Ann Zimmerling

MATRON'S REPORTS

Matron's Report 1964-65

By:
Rachel Orendain

As matron at Lincoln Preschool, I did the housekeeping and helped the teachers when I could.

Cleaning jobs included:

1. clean bathrooms
2. sweep and mop floors
3. wash walls
4. vacuum rug and dust shelves
5. wash dishes and empty trash

Other:

1. Serve as interpreter when mothers speak only Spanish and cannot communicate with the teachers.
2. Help teachers with children when we don't have mothers present.
3. Go on home visits with Mrs. Castiglione when the family speaks Spanish only.
4. Order and serve lunch.
5. Order custodial supplies.
6. Shop for juice and crackers and other things needed for our kitchen.
7. Serve the childrens' snacks.

I also watered our new lawn.

Recommendations:

Our small sink should be replaced by a double sink. It would speed up the dishwashing.

With thirty children to serve lunch and two snacks daily, a dishwashing machine would really help and would sterilize the dishes. Having sixth grade girls come in at noon to help with the dish washing would help if a machine cannot be obtained.

There is too much work to do and not enough time to do it. The matron's job should be full-time instead of part-time. For instance, the bathrooms could stand more than one cleaning a day and the floors should be mopped after lunch.

The matron should spend more time helping with the childrens' activities and especially with cooking projects in the kitchen when the children all help.

I think my job should have been explained fully as to what was expected of me. I was too slow catching on.

Matron's Report 1965-66

By:
Rosemarie Serna

As a matron at Lincoln Preschool, my job included various housekeeping chores, and helping the teachers.

Cleaning jobs included:

1. clean bathrooms
2. sweep and mop floors
3. wash walls and empty trash
4. keep record of lunch money from mothers
5. wash dishes and dish towels
6. vacuum rug and dust shelves

Other:

1. Help teachers with children when mothers do not come.
2. Order supplies.
3. Serve as interpreter for Spanish-speaking mothers who cannot, otherwise, communicate freely with the teachers.
4. Order lunches for both groups and assist with the serving.
5. Prepare and help serve snacks for the children.

A matron's job at the nursery does not consist of housekeeping duties alone. Since the matron is there for both morning and afternoon classes, the children come to recognize her authority as secondary only to that of their teacher. This relationship between the matron and the children is very necessary because there are times when the teacher must be out of the room for a few moments.

During last school year and the first part of this year, the two classes were served lunch at the same time. This created a problem in that the morning students were tired at lunch time and the afternoon children were full of vim and vigor in that they had just come to school. Many of the children did not eat very well and there were many difficulties in serving all of the children at the same time. Upon the recommendation of the teachers, the mothers and myself, the morning group is now served lunch shortly before noon so that they may be dismissed at 12:00 noon. The afternoon class arrives at 12:30 p.m., and are then served their lunch. This change in the lunch procedure has worked out just fine. The children's behavior and attitudes have changed so that the teachers or I can make requests or suggest good eating habits and manners to them and expect a good response.

I certainly feel that this nursery is the best thing that has happened to this community. I know that as a mother I have learned to look at my own child through a different light. Working with children of all types and nationalities makes a mother realize that her own four-year-old is a person and has a personality all of his own.

There is no set of rules for a matron to follow. I went to work with an open mind ready for suggestions and directions. In a job such as mine, there is a study period, you watch, you listen to them, and soon you begin to see some things and emotions that you never thought would come out in a child. You learn that, to understand a child you have to come down to him and not try to bring him up to you.

I will treasure my relationship with Mrs. Wilda Mabry and Mrs. Flora Lewis and Mrs. Leona Morse. It has been a rewarding experience. I was very lucky to be among women who know so much about children, and were willing to teach me what they could. Their warm personalities and endless friendships, I will never forget.

I have enjoyed my job at the nursery. I have always been fond of children and had it been possible, I might have been a teacher myself. It has been a valuable education being with the nursery school. It has benefited my child as well as myself.

I truly feel sorry that this program is ending. I hope another will follow very soon, the children need it so badly.

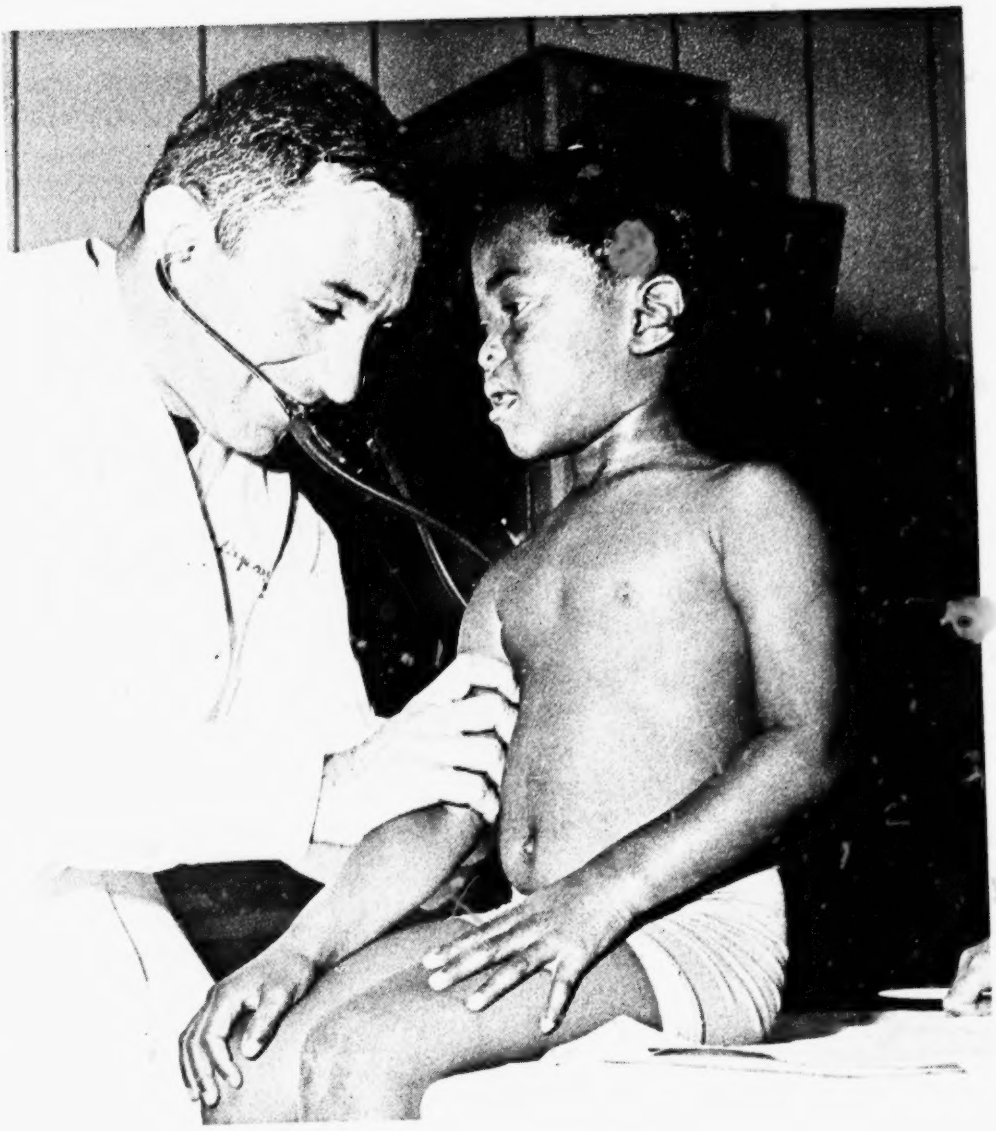
HEALTH REPORTS

Health Program 1964-65

By:
Eloise Holmquist
Eunice Gould
Louise Dudley
Dorothy Castiglione

The health program at the nursery had several aspects. The mothers were required to have a chest x-ray before working at the nursery, as were the teachers, matron and social worker. The children all had their immunizations brought up-to-date by the time of the physical examination in March, continuing from the time of their admission to the program. The report of physical examinations, done through the Health Department, was given by Miss Vivian Pinheiro, PHN. The examinations were done in cooperation with the school nurses who did much of the initial work with the children, including eye and hearing checks.

The teachers weighed and measured the children early in the year and planned to repeat this before the end of school. This procedure was used as part of the health education program.



"Healthy children learn best."

The teachers did quite an extensive project around dental care, including a trip to a dentist's office (Dr. Lopez), and toothbrush kits with instructions for using them. Many discussions about food were held, mainly centering around the lunch time. Some health and diet pamphelts were given to the mothers at the time of their parent education conferences.

Health habits,such as hand washing and good toilet habits,were emphasized by the teachers throughout the year. Informal health checks every day resulted in sick children being sent or taken home.

Next year the children will have their health examinations completed before school starts and all mothers will be expected to have had their x-rays before participating in classroom activities.

Health Examinations Evaluation:

With the cooperation of the entire staff of the Fels Nursery School, the school nurses, and the Health Department staff, twenty-six children were examined by Dr. Arnold Gilbert, Bureau of Maternal and Child Health, Farm Workers Health Services of the State Health Department on March 24, 1965.

In preparation for the examination, immunizations were brought up-to-date or completed. Tuberculin skin tests, hemoglobins, urinalyses (including albumin, sugar, and P. K. U.) were done, as well as hearing and vision screening.

Poor teeth and low hemoglobin (nutritional) were outstanding problems found. Dr. Gilbert had anticipated a much lower level of general health. He commented on the fact that so many of these families were known to the Health Department and had been followed by different services over a period of years.

As this program continues, we would suggest that the following points be considered:

1. Immunizations and skin tests be completed soon after application is accepted.
2. Consider other resources for hemoglobin tests.
3. Consider arrangements for physicals (Dr. Gilbert possibly unavailable in the future).
4. Possible change in arrangements for hearing and vision screening and urinalysis.
5. Health record - "Cum" record.

Health Program 1965-66

By: Eunice Gould
Louise Dudley
Vivian Pinheiro

Through the cooperation of the Kings County Health Department, the Hanford Elementary School Nurses, John B. Castiglione, M. D. of Visalia, Robert Jensen, O. D. of Hanford, and the Hanford Clinical Laboratory, the Children in the Fels program have had a very complete physical examination. All arrangements were made by the nurses of the Hanford Elementary Schools and the Kings County Health Department, Mrs. Dorothy Castiglione, Psychiatric Social Worker and Mrs. Leona Morse, representing the A. A. U. W. and the teachers.

The PKU, albumin and sugar tests were done by Mrs. Wilda Mabry, R. N. who is also the morning teacher. She conducts a daily health inspection of both classes.

Hemoglobin tests were done at the Hanford Clinical Laboratory for a minimal fee which was paid from the project budget.

Pure tone audiometers were used by the Hanford Elementary Nurses for the audiometric tests. Height and weight had been taken by the nurses and all immunizations and skin tests were in process or completed. Parents of involved children gave written permission for these examinations and immunizations which were done in the Kings County Health Department facilities with the assistance of the nurses from that department. All children were present for exams except one who was ill. The Hanford Elementary School District is planning to follow these children throughout their elementary school years.

All mothers who were involved in the project have had chest x-rays at the Kings County Health Department.

Health education had been provided for the parents and the children by the teachers and the nurses.

Since seven of the children in the program were involved in Head Start during the summer of 1965 and examined by a team of physicians from the State of California Health Department, they were not included in the physical examination and tests, but were given the optical examination.

Parents of children having physical defects were counseled by the school nurse and referred to the private physician or appropriate medical agency.

In order to provide better nutritional meals for this age child, a change was made in the noon meal. The Community Action Organization, Child Care Center is now providing these meals which were planned by the Kings County Office of University of California, Home Advisors Service. Kings County Health Department, Sanitation Division, made routine inspection of the child center food preparation center.

Fels Foundation Nursery School Examinations
January 13, 1966
Statistical Report

Total Enrollment -- 26

Examined -------------------------------- 15
Examined Previously in Head Start --------- 10
Examined by PMD ------------------------- 1

Referred: CCS ---------------------------- 1
Hgb. under 12 gms. ---------------- 9
Poor teeth ----------------------- 2
Eye (recheck) -------------------- 2
Urine (recheck) ------------------ 1

Physician -- John Castiglione, M. D.

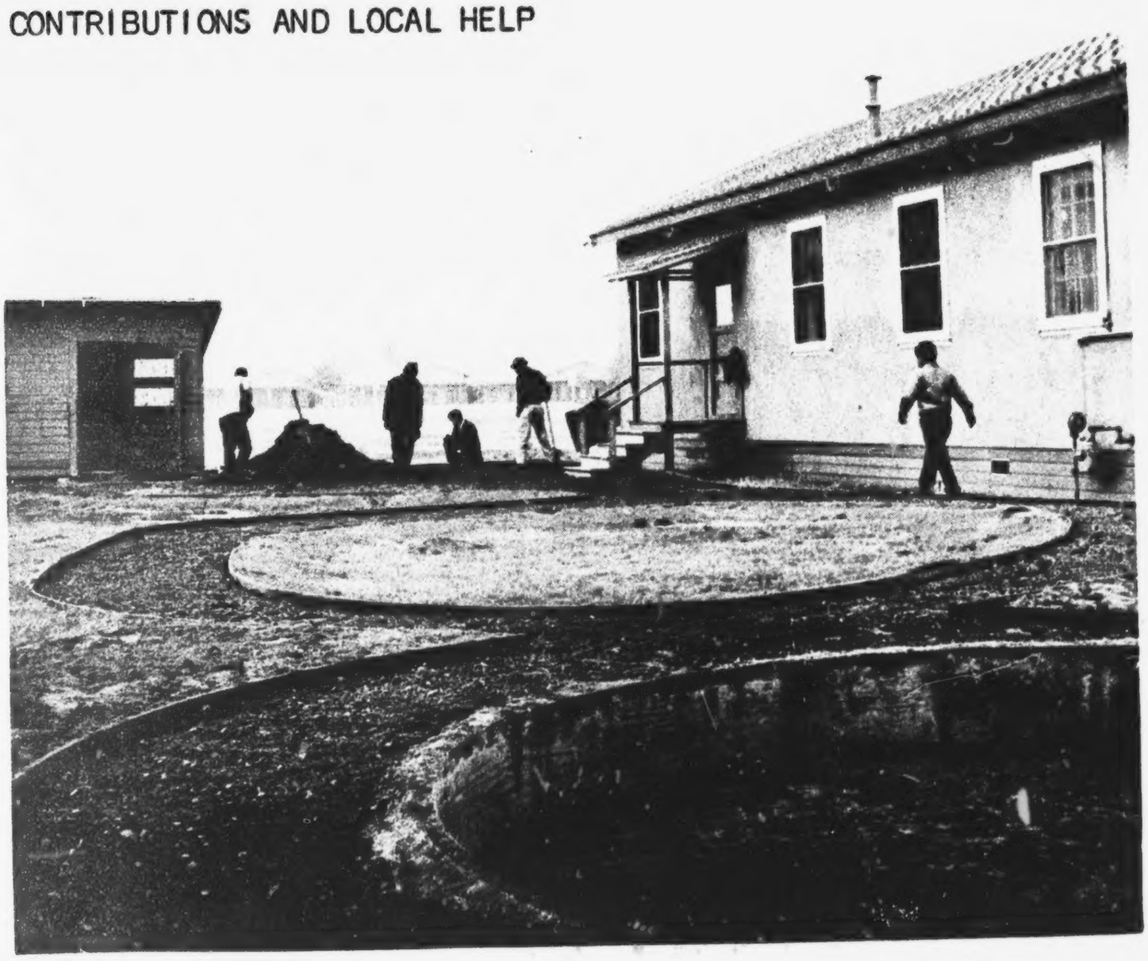
Nurses -- Louise Dudley, School Nurse
Eunice Gould, School Nurse
Vivian Pinheiro, Health Department

Student	Percentile		Hemoglobin	Other Findings	Referrals
	Ht.%	Wt.%			
1	50	25	11.0 grams	Dental caries. Multiple Scars on Feet	Dental - Hgb.
2	75	75	13.1 grams	Small child.	None.
3	50	75	12.3 grams	Ears-wax, dry; slight irritation.	None
4	10	10	11.1 grams	Eye abnormal? Anemia	Refer for eye exam. Hgb.
5	97	75		To be examined by PMD.	
6	50	90	11.4 grams	Umbilical hernia. Anemia	Observe only. Hgb.
7	3	10	11.7 grams	Eye recheck. Anemia	Eye recheck - Hgb.
8	10	50	11.7 grams	Anemia	Hgb.
9	90	90	11.4 grams	Slight dull right ear. Anemia	Hgb.
10	50	25	12.0 grams	Albumin and sugar. Recheck	Urine recheck.
11	75	50	11.3 grams	Anemia	Hgb.
12	75	90	12.4 grams	Dental caries. Immature child.	Dental
13	90	97	13.1 grams		
14	25	25	11.2 grams	Refer to CCS-Orthopedic Clinic Nets Varus Primus	CCS-Hgb.
15	90	90	12.7 grams		
16	3	3	11.9 grams	Anemia	Hgb.

CONTRIBUTIONS AND LOCAL HELP

Our building was remodeled with volunteer help.

The play area was developed as a Welfare Department work-training project.



The building which houses the Lincoln Preschool was built as a temporary structure on the old Lemoore Army Air Base during World War II. In 1947, having been declared surplus it was purchased by the Kings County Superintendent of Schools. The building was moved to Corcoran, remodeled and served there as a library until 1954. It was then moved to the Lee Richmond School in Hanford. The restrooms were added and the structure then was utilized for special training classes until 1964 when completion of the new school for handicapped children made it available for our use.

Even our Fels Foundation Consultant helped. "Dr. Bob Rothschild, Secretary, Fels Foundation Board of Directors, on kitchen duty."

The Hanford Elementary District made space available for the experimental Fels Preschool Project on the ground of the Lincoln School and the building was moved onto the site where it now rests.

Transformation of a stark building and rather bare grounds into a desirable environment for a preschool had been a slow process. Only the work requiring special skills or equipment such as the electrical work, plumbing and blacktopping had been hired out. The interior of the building was cleaned and painted by volunteers. Contributions of materials and labor quickly converted the drab box-like room into an attractive, colorful and useful facility. Contributions of furniture and other equipment appropriate for four-year-old children such as games, books, easels, dolls, trucks, and other items quickly gave the appearance of a school for young children.

All of our yard equipment was donated.

The outside facilities and the yard itself presented another matter. Before very much work was done outside of the building winter weather set in and for weeks nothing much could be done.

When the school opened in November walking boards had to be placed from the gate to the door to keep teachers and children out of the mud. Outside learning activities were virtually impossible due to the morass outside. The teachers and children endured the confinement, however, and as soon as the weather permitted volunteers dug the sand pit, poured the necessary concrete and prepared the area for blacktop. The weather again delayed progress and several weeks passed before the final hard surfacing could be done.

In the meantime the Central Section of the California Industrial Education Association had begun building playground equipment which would be donated in late February.

After the trucks had finally gone for the last time and the dirt which had been brought in was spread the fence enclosing the yard was put up. The teachers could finally take the children outside without having them free to wander away.

Although the sandpit was ready, the tanbark was in and the blacktop finished the teachers and children still had problems with outside activities. Holes for trees and shrubs were being dug. The Ornamental Horticulture class from Hanford High School had agreed to plan the trees donated by the Hanford Garden Club. They found the digging to be very difficult especially since the holes for the trees had to be four feet deep and four feet in diameter. These holes were especially hazardous for children riding tricycles.

With the help of the County Welfare Department the trees were finally planted and the grass sown.

Even now there is still much to be done. The sandpit cover was made by the Agriculture Department of Hanford High School. The storage shed has not yet been entirely finished. The inside storage room needs some work.

Even though the preparing of the building and yard had been done slowly, the involvement and resulting interest of community volunteers seemed well worth the lack of speed. The children seemed to appreciate each new improvement to their school.

Contributions:

BUILDING:

Items Needed	Est. Value	Contributor	Labor
Clean Interior	40.00		Volunteers
Porches - North	90.00	Y's Men	Y's Men Volunteers
- East	70.00		
Lowering sinks and drinking fountain.	40.00		NAACP - CSO
1 - 12" toilet	100.00	Hanford Breakfast Lions	Hanford Breakfast Lions - Carl Cackler
Paint Interior	60.00		Hi-Y Club & Volunteers
Paint Exterior	75.00		Parent Volunteers
Sign, (Name of School)	30.00		Volunteer
Outside Drinking Fountain	15.00		Volunteer
Yard Prep. Labor	289.50	Welfare Dept.	14 men - 193 Hours

Equipment - Interior:

Items Needed	Est. Value	Contributor	Labor
5 Book case dividers for interest centers.	50.00	Hanford Business & Professional Women's Club	Volunteers
Curtains, rods and fireproofing.	68.00	Miss Leila Lile	AAUW - Myrtle Douglass
Blinds	40.00	Gerald Jacobus Joan Degioia, AAUW	
Rug for Floor	75.00	Paul & Judy Wilton	
Two Tables	40.00	Himovitz Const.	Paul Wilton Maki Hase
30 pairs of under pants.	16.00	Local Contributor	
Large building blocks.	110.00	First Methodist Church	
Puzzles and educational toys. (Playschool 275 series.)	75.00	Hanford Kiwanis	
Stuffed toys.	50.00	AAUW	
4 books and 1 record	15.00	Fran Russo	
Cardboard blocks.	20.00	Beth Chapman	
Playhouse table and chairs.	25.00	AAUW	
Record player, books, records, play dough, and hamster cage.	75.00	AAUW	
Toy cash register.	3.00	Francisca Vargas	
Books	2.00	Connie Horn	
Book - "Cat in the Hat"	2.75	Fran Russo	
Rhythm band instruments	10.00	Girl Scouts & Boy Scouts	
Catalogues and magazines.	12.00	Almarine Scott	
Kitchen - center dishes	12.00	Local Contri.	
dishes	30.00	Local Contri.	
silverware, clock	35.00	Doris McDaniel	
coffee pot	20.00	AAUW, Lincoln Mothers Club and Mary Aspeitia	

Equipment - Interior (Continued):

Items Needed	Est. Value	Contributor	Labor
Serving cart.	75.00	Lacey Milling Co. (Leaborn Stephenson)	
Flags	20.00	McPherson Relief Corps	
Furniture refinished.	75.00		Calif. School Employees Assn.
First aid kit.	10.00	Local Contri.	

Equipment - Exterior:

Items Needed	Est. Value	Contributor	Labor
Repair wheel toy shed.	65.00		Volunteers, CSO and NAACP
"Wonder" horse.	16.00	Local Contri.	
Wheel Toys - tricycle	15.00	R. E. Wiltshire	
tricycle	15.00	Judy Wilton	
tricycle	15.00	AAUW	
tricycle	15.00	AAUW	
tricycle	15.00	Lucy Martinez	
scooter	12.00	Paul & Judy Wilton	
wagon	15.00	First Methodist Church	
cart for large blocks	25.00	Local Contri.	
Repair tricycles.	10.00	Foster Welding	
Concrete Sand Pit	50.00		Reed B. Painter
Slide	75.00	Martha Bair	
Asphalt Area	400.00	Local Paving Co. (job at no cost)	
Install fence posts.	40.00		Volunteers
Yard climbing equipment - blocks, wheel barrows, tunnel, climbing stairs, scissors caddy, sawhorses, clowns, easels, book rack, and teeter-totter, etc.	440.00		Central Section CIEA
Outside play equipment - wagon	15.00	Kiwanis Club	
pull cart	10.00	Boys & Girls Comm.	
tractor	25.00		
traffic signs	20.00		
const. blocks	30.00		

Equipment - Exterior (Continued):

Items Needed	Est. Value	Contributor	Labor
Mulberry tree.	10.00	Sofia Gomez	Volunteer
Trees and shrubs.	125.00	Hanford Garden Club	Hanford High Ornamental Horticulture Class and County Welfare Dept.
Variety of shrubs.	20.00	Nell Slager	
Miscellaneous Items:			
Photographs of students.	30.00	Del Springett	
Child's pedal car.	25.00	Paul Wilton	
Painting of restrooms.	60.00	Dr. and Mrs. Liljeblad & Mr. and Mrs. James Mabry	
Sandbox Cover	75.00	Local Contributor	
Climbing boxes.	40.00	Woodworking classes at Fresno State College and Mr. James Rockwell, Instructor.	
Material for climbing boxes.	45.00	Tartar, Webster and Johnson Wholesale Lumber Company & Mr. James Duarte.	
Miscellaneous materials - bubble blowers, toys, records.	30.00	Flora Lewis & Wilda Mabry	
Thanksgiving family food.	50.00	Salvation Army	
Christmas party and gifts.	60.00	AAUW	
Playdough and books.	45.00	AAUE	
Puzzles and toys	30.00	Eunice Gould	
Christmas tree.	20.00	U.S. Soil Conser. office - Hanford	
Play tire tubes.	5.00	Beacon Station	
Homemade candy for Christmas.	5.00	Mrs. Silva	
Candy Apples	15.00	Mrs. Febres	

Miscellaneous Items:

Items Needed	Est. Value	Contributor	Labor
Wreathe	5.00	Mrs. Vargas	
Christmas decorations.	10.00	Mrs. Serna	
Film for documentary study.	20.00	Mrs. Mabry	

Interest Centers: (Supervision and maintenance were taken care of by contributor.)

Listening -- records, etc. phonograph	AAUW - Joan Dorman AAUW - Shirley Ramm Peterson Music Co.
Reading -- books	AAUW - Joan Degioia
Pictures -- viewing	
Science - lens	AAUW - Leslie Mirviss
Rhythm instruments	
Dolls - housekeeping area	
Creative arts	AAUW - Betty Dunn
Puppet center	

EVALUATION

Evaluation Meetings:

Public evaluation sessions were held on three occasions during the school year. At two of these sessions special educational consultants were presented to hear reports from project participants and to make recommendations toward helping the project achieve its goals.

A mid-year evaluation was held with Dr. Bob Rothschild, Contra Costa County Assistant Superintendent of Schools, spending the entire day visiting the schools and hearing reports of progress from teachers and administrators concerned with both phases of the project. He was accompanied by Dr. Robert Flewelling, General Supervisor, Coordinator of Research; and Mary Maton, Consultant, Guidance, Child Welfare, also from Contra Costa County.

Mrs. Jean Fargo, Member of the Governor's Advisory Committee on Preschool Programs served as consultant for the project during 1964-65 and Dr. Elizabeth Brady, Professor, San Fernando Valley State College served in this capacity during 1965-66.

The following are summarization reports of the evaluation sessions.

Parents Opinion:

The mothers were sent letters inviting them to the preschool evaluation meeting. One mother went to great effort to be present at the meeting. She did not have transportation but asked a neighbor who was not involved in the preschool program to drive her.

Evaluations were conducted with professionals,

with children and with parents.

Her comments at the meeting: "I can't talk very well but I want you to know what the nursery school has done for my child. She used to hold her doll in her arms and if her younger brother wanted it, she's grab it away. Now she's willing to take turns with her things. She's teaching my younger child the songs and nursery rhymes that she has learned at school. When my children did something wrong, I used to spank them. After seeing how they handle the children at the nursery school, I don't spank them so much. Now I sit them in the corner alone for awhile and it works so much better. We work hard in the fields or at whatever job we can get but we don't have the money to do these things for our children. I didn't know that so many people made this school possible but I hope there will be another one next year so my younger child can come."

There were thirteen mothers present athe the 1966 preschool evaluation meeting. Transportation was made available to those mothers who desired it.

Mothers' comments when asked for an expression of what the year's preschool experience meant to their child:

"For my own child, she is more independent now. She shares better with her younger sister. She does simple tasks and follows directions."

"She tells what she does in school. Some are learning to print their names. She'll be better in kindergarten I hope."

"She behaves better now."

"Now my boy plays and talks with others. He has come a long way."

"I enjoyed working with the children."

"Sammy was afraid to be by himself. He was not like my other children. Sammy would lie in bed and look at the ceiling. Now he starts talking to anyone and we're trying to keep him quiet."

"They all like stories at nursery school and my girl always wants a story before bedtime. I read to her until I got tired of it and got a record player and story records for her."

"I have a younger child and I hope that there is a program next year."

These comments were made by the mothers to the question "What things make life harder at home after your child has attended preschool?"

"They talk more."

"They want more books, records, and more expensive toys like they have at school."

"They're more active after they've been to preschool."

To the question "What has preschool done for you as a mother?", the mothers responded:

"I used to be afraid to talk to people and especially people who were educated. After helping in nursery school I'm not afraid to talk to anyone. Now I work and help around the neighborhood. It's done wonders for me. I got my job."

"I realize that my child has needs. I didn't think before that she'd like individual attention. Now I recognize that they're a little person and it's wonderful. They come out of their shell."

"When they start going to preschool, you think of them as a person and regard his wishes. This helps at home when you think of them as being a person. At this age I didn't think they would be interested in books or being read to."

When asked what advice they would offer if we were starting the project again to improve it, the mothers answered:

"The teachers would appreciate two mothers a day as helpers."

"It is important for mothers to be there to get to know their children."

"It is important to have teachers like we've had this year."

Testing - 1964-65:

From a list of fifty-three pre-kindergarten children, eighteen girls and twenty-eight boys with C. A.'s ranging from 3-6 to 4-11 were administered the Peabody Picture Vocabulary Test, Form A, the Goodenough Draw-a-Man and the Vineland Social Maturity Scale. These tests were given in the homes of the children and because of varying conditions the results may have been affected. The Peabody and the Goodenough were administered by the psychologist while the psychiatric social worker completed the application and the Vineland with the mother.

It was impossible to test one girl because of an asthmatic condition and two boys because of their failure to cooperate because of shyness and fear of strangers. Six girls and fourteen boys failed to score on the Goodenough although the PVI M. A. on these twenty children ranged from one year and eleven months to five years and eleven months. The average C. A. for the entire group of forty-six was 4.6, the average M. A. on the PVT was 3.7 and the average I. Q. was 71. On the twenty-six who scored on the Goodenough the average M. A. was 3.11.

The range of M. A. on the forty-six PVT's was from one year eleven months to six years six months, as compared to the C. A. range of three years six months to four years eleven months. The range on the Goodenough Draw-a-Man for the twenty-six who scored was from 3-3 to 6-6.

Factors affecting the child's ability to function in a testing situation and indicating the need for preschool opportunities such as inadequacy of language expression, tenseness, shyness, poor muscular control, baby talk, inattention, language difficulty, inability to follow instruction, speech defects, over protection, health factors and hesitancy were noted.

A Statistical Report of Pre and Post Testing of Students in the Fels Preschool Program During the Years of 1964-65 and 1965-66

By:
John Reynolds
Rose Ellen Young

The Draw-a-Person Test was administered to seventeen youngsters in the preschool program during the fall of 1964 and again in the spring of 1965.

This procedure was again followed for a second group of nineteen youngsters during the 1965-66 school year. The Vineland Social Maturity Scale was also administered to sixteen of the youngsters in the second group.

Data:

The following charts shows the number of students, the means, the standard deviations, the standard errors of the mean of D. A. P., I. Q. Scores of the 1964-65 group.

	PRE TEST	POST TEST
N	17	17
Mean	84.8	90.3

The Standard error of the difference of the means, the difference of the means and the critical ratio are listed below.

σD.M. 1.6

D.M. 5.5

C.R. 3.4

The following chart shows the number of students and the means for 1965-66 group.

	D. A. P.		VINELAND	
	PRE TEST	POST TEST	PRE TEST	POST TEST
N	19	19	16	16
Mean I. Q.	83.7	86.3	102.6	100.9

The standard error of the difference of the means, the difference of the means and the critical ratios are shown below.

D. A. P.	VINELAND
σd 3.2	σd 1.2
D.M. +3.8	D.M. 1.6
C.R. 1.2	C. R. 1.3

The following chart shows the actual scores obtained for each group. The scores are ranked from high to low on the basis of the spring administration of the D. A. P.

FELS GROUP I:

I. Q. Fall 1964	I. Q. Spring, 1965	Difference
110	120	+10
106	107	+1
95	108	+13
94	98	+4
92	98	+6
90	104	+14
86	88	+2
85	91	+6
84	89	+5
83	86	+3
75	83	+8
76	83	+7
75	82	+7
75	75	-0
73	73	-0
71	69	-2
69	71	+2

FELS GROUP II:

D. A. P. - I.Q. Fall, 1965	D. A. P. - I.Q. Spring, 1966	Difference
102	77	-25
100	100	-0
96	91	-5
94	69	-25
92	88	-4
92	100	+8
89	66	-23
88	98	+10
84	93	+9
81	92	+11
80	96	+16
79	82	+3
78	85	+7
76	86	+10
75	86	+11
74	80	+6
72	100	+28
71	74	+3
68	76	+8

FELS GROUP II (Continued):

Vineland - S.Q. Fall, 1965	Vineland - S.Q. Spring, 1966	Difference
98	92	-6
128	122	-6
118	121	+3
102	97	-5
94	100	+6
111	109	-2
104	98	-6
112	113	+1
106	105	-1
85	89	+4
103	100	-3
102	102	-0
98	100	+2
104	93	-9
90	88	-2
86	86	-0

Summary and Conclusions:

It appears that the change that occured in the 1964-65 group, as measured on the D. A. P. is large enough to be considered very significant as there is less than one chance in a hundred that a mean difference as large as this could have happened by random sampling from the same population.

It appears that the changes that occured in the 1965-66 group as measured by the D. A. P. and the Vineland are not large enough to be considered statistically significant.

Ranking the Fall D.A.P. I.Q.'s for each group indicates a trend towards greater improvement for those with I. Q.'s less than 88 in the fall.

The Elementary School Looks At Those Children Who Had The Preschool Experience

By:
Kathleen Hammond
Marie Andrews

"You never learn any younger" is a statement that has great significance in the education of all children. When learning skills are delayed until children enter kindergarten, valuable time is lost. By looking at those children who were fortunate enough to have preschool experiences, numerous advantages are apparent:

1. learning to play together
2. learning to share
3. learning to work together
4. learning to express themselves orally
5. learning self-discipline
6. learning to be more aware of the world around them

These learnings do affect a child's successful beginning in school. Of the preschool children who are in kindergarten at Lincoln School growth in the following areas is being noted.

1. Social skills
    a. ability to be happy away from home and mother
    b. ability to accept discipline
    c. ability to better express themselves verbally
    d. ability to work with groups as well as individually
    e. ability to assist others, i.e., running errands, helping in the classroom
    f. ability to use and share equipment, i.e., playhouse, books, etc.
2. Learning skills
    a. ability to express themselves with rhythmical and musical activities
    b. ability to use instructional materials, i.e., crayons, paints, books and games
    c. ability to use mathematical concepts, i.e., counting, use of calendar, and use of mathematical vocabulary (shapes and sizes)
    d. ability to make choices and decisions
    e. ability to conceptualize, to talk about, based on their first-hand experiences, i.e., field trips, neighborhood walks, community resource people.
3. Physical skills
    a. ability to manipulate large wheel toys and building blocks, walking bar, jungle gyms, balancing bar, slide, swings, rhythms, etc.
    b. ability to manipulate small toys, to use tools, pegs, beads, scissors, paints, etc.
    c. ability to use eye-hand coordination, i.e., puzzles, scissors, paper, paint, charts, and flannelboard, stringing beads, peg boards, lacing of shoes, design blocks, sewing cards.

The preschool program has resulted in better cooperation between the school and the home as the parents become more aware of needs of their children. This is evidenced by:

1. increased attendance at parent-teacher conferences.
2. more volunteers for field trips.
3. more volunteers for helping with parties and special room activities.
4. better response to notes and notices sent home from school.
5. more willingness to express ideas and opinions about school--parents are more at ease in meeting and talking with school personnel.
6. reduced absentism.
7. more awareness of ways they can help to assist their children in school, e.g., listening and reading to their children.
8. more awareness of their children's health needs.
9. parents feel more comfortable and at ease.

With all these plus points, on the kindergarten child's side, it has been possible to broaden, enrich, and extend the kindergarten program.

Many more kindergarten children will be ready for first grade because of their preschool background.

1. They have come further in their reading readiness. We hope to finish "Getting Ready to Read" by the time school is out.
2. They can count and recognize numbers and shapes more readily. They have completed the kindergarten Greater Cleveland Mathematics Program and are reviewing now.
3. They can talk in complete sentences and have less trouble expressing themselves.
4. They can follow directions very well. They can adjust to unforseen circumstances very well.
5. Many can write their own names, and are interested in writing letters of the alphabet. Because of planned listening experiences---more children are able to identify certain sounds with certain letters.
6. Most important of all is the developing of a positive self-concept of the child. Because he has had successful and happy school experiences and has been accepted, he has a feeling of self-worthiness. He thinks, "I know I can, I know I will--learn."

Evaluation Consultant's Report

By:
Jean Fargo

Evaluating the experience of the Fels Foundation Preschool program against the background of experience in large city school system programs, I am most impressed by the facility with which a smaller community can more effectively bring all of its resources, whether health, education, welfare or community service, to bear on a single aspect of community concern. Perhaps it is just Hanford, and certainly it is the caliber and level of commitment of the leadership, but the learnings and growth that were so obvious for both those serving and those served do renew one's faith in the democratic process.

For whatever value another colleague's opinion may serve, I would like to record some of my responses regarding the different aspects of your most exciting program:

Role of volunteers:

The key to effective involvement is already securely in the hands of the volunteer committee--the knowledge that the greatest value of this experience for them lies in their own growth and development as people; that becoming actively involved in concern for the less advantaged, coming to understand the common human goals and feelings all parents have for their children, and learning to accept differences in terms of what they add rather than detract from community life is the basic motivation, rather than a rigid attempt to make everyone the same. This volunteer committee really knows this and it is certainly reflected in their level of participation.

Future plans might include:

1. deepending understanding of the effects of poverty and discrimination on motivation, values, self-concept and learning process.
   Excellent bibliographies are available through subscribing to
   Informal Retrieval Center on the Disadvantaged
   Project Beacon
   Ferkauf Graduate School of Education
   Yeshiva University
   150 West 56th Street
   New York, New York 10019 (ask for back copies, etc.)
2. developing public relations techniques and methods - getting across to the public in effective ways why this kind of experience is vital for these parents and children.
3. providing an information-collecting service for the preschool staff - most of the valuable information and reports from on-going preschool projects throughout the country are fugitive materials; that is, they are mimeographed and only available if sent for, or published in journals that are not in general circulation. A committee that kept tab on new publications and program evaluations could provide an important service for otherwise involved teachers. Access to new developments in curriculum, classroom organization, teaching techniques and research gives the teachers' job that much more depth.

Testing:

There is nothing more difficult than testing under pressure of time, limited funds and in home settings that raise many variables. The key question you raised regarding the most valid means for assessing growth that can be directly attributed to the preschool program is one the whole country is struggling with. Even the Baltimore project states their findings in terms of "subjective evaluation indicates they have learned much." You are right, I feel, when you state the most valid follow-up will be the comparison of progress of the experimental and control groups in kindergarten and the primary grades. The tests in process of development that seem to present the most meaningful possibilities are those Deutsch and others are developing to determine where each individual child is in the various areas of learning skills, so that curriculum can be geared to meeting the needs of each child, rather than on the assumption that all children from certain groups have the same experiences, therefore the same needs.

Health:

Again, I was deeply impressed by the interest and involvement of many different agencies. A knowledge of general physical status, hearing, visual problems, etc. at the preschool level can do much to eliminate some of the complex factors involved in academic retardation. Whether this can be determined by examination by doctors or whether nursing service can provide sufficient information is a question you certainly have the knowledge and resources to determine.

Parent Education:

The inclusion (and the funding!) of a social worker into the format of your project is one of the many exciting aspects of your program, and has probably meant a great deal in terms of sustaining attendance through the initial phase of the program, until it has proved itself to the community. Direct, warm and consistant contact with the parents has meant that mothers who haven't as yet the level of motivation of Mrs. Zepada have at least this relationship to what is happening to their children, and it is most meaningful.

With a nucleus of 8-9 mothers with real conviction based on their experience in the program, you have a basis for expanding parent education. Meeting in homes of these mothers who make the contacts with neighbors, relatives and friends whose children are in the program can be a transition point to regular discussion groups in the school setting. Putting on a demonstration children's program after a pot luck supper (if you haven't already tried it) can be a successful kind of beginning function. Carry-over teachers would have made this kind of venture easier - new ones will need time to feel comfortable.

The main point I want to make in regard to parent education is that we can move from the point of showing parents what they can do to enhance their children's growth into a more basic kind of open discussion of real problems in a way that can have real meaning for these parents. I am including a copy of a very first-draft attempt to establish a curriculum course outline for parent education classes that meet once a week. But it might provide some material that can be adapted. Please use only for your purpose as it is not yet in the circulation stage. I would be most grateful for comments, criticism, and suggestions. It is the area of self-image that is one of our goals in the children's program. These parents are just an older edition of culturally disadvantaged children and need just as much concern regarding their feelings about themselves as worthwhile people. Often the first task is to meet the parent's own needs before they can really take a good look at the needs of their children.

Curriculum:

A really thoughtful and comprehensive curriculum with room for variance in teaching technique, use of materials, ways of meeting individual need. There are many things we don't yet know--the effect of preschool programs on later school achievement, whether a structured or permissive learning situation is more effective, whether a focus on cognitive learning or on self-concept has greater value, how children learn language and how incorrect patterns affect learning, what behavior characteristics make more effective students...all these questions and more await research. In the meantime, you seem to have pulled out the curriculum concentration areas most reflected in the literature and made creative adaptations from your own experience. And you can certainly say "subjective evaluation indicates they have learned very much!"

The overlapping lunch period is a great innovation. Its values are many and it certainly should be included in any future plans. Try discussion groups again at the noon hour with the mothers on duty that day. It seems like to great an opportunity to miss!

Matron:

Again, there is no problem in evaluating the function of a person like Rachel who really grasps wholeheartedly the meaning of the program and explores every possibility of making her role as supportive as she can.

If you were in any doubt as to the validity of this project, I hope Mrs. Zepada dispelled them sufficiently. If anyone were to ask my opinion of the meaning of eloquence, I would simply reply "Mrs. Zepada." And as for her gratitude, everyone seemed quite convinced that Hanford will be an even finer place to live when everyone there feels himself to be a worthwhile, competent and contributing member of the community.

The active participation of the superintendent and school principal made Mr. Bair's task far easier, but I doubt if there is any way of assessing what time, energy, thought and feeling he put into this program. You are all most fortunate to be working together.

Thank you again for a most important experience.

Summarization of Discussion

In addition to Mrs. Fargo's comments it was suggested that the function of the Fels preschool program in serving disadvantaged children for the mutual benefit of them and the community needs to be even more fully grasped by the public. In spite of the work done through the NAACP, CSO and other community organizations some of the parents still didn't know the purpose of the school when they enrolled their children, but they thought it would be good for them to participate. The parents who have come to understand the role of the school are appreciative of the benefits to their children but are quite reticent in vocalizing their thoughts. The direct involvement of mothers in helping to conduct the program has been an important aspect of parent education and support.

Community members who have visited the school and who have made physical or financial contributions are among those who are most concerned about the success of the school. Some of the non-participating public still feels that the school is only for helping disadvantaged children and fail to recognize the advantages accruing to the larger community with whom these children will come into contact. Recognizing that the success of the Fels Project lies in involvement of the community, a continuing effort will be made to assist the people of Hanford to understand the role of preschool programs.

The cooperation of community organizations has had extensive publicity and has served to promote the feeling of total community involvement. The Kings County Board of Supervisors, Rotary, Lions, Y's Men are among the some fifteen groups in Hanford which have invited speakers representing the Fels projects to inform them about the program. Most of these organizations have assisted with contributions of time, labor, or materials. Information about the project has been extensively distributed in California and other states.

It has been emphasized that the program coordinates the work of many agencies in representing the total welfare of the child. The community has learned that the welfare department, health department, schools and other community organizations are all participating in making this program a success.

A major task this past year has been to complete the physical facilities of the school. The numerous problems in beginning the new project and coordinating the program have taken much energy and direction. Now that the school is established and the material aspects have been fairly well completed our major emphasis next year will be continuing the development and evaluation of an ideal curriculum using our own experiences and drawing upon the experiences of others through consultation and research. The curriculum developed this year has been creative and effective in widening the horizons of the children and in preparing them for coming life experiences. The effects upon the families, especially those whose mothers have participated in the program are considerable. An expansion of the schools influence should develop as parents are given more responsibilities and achieve a greater appreciation of the school.

Evaluation by the Welfare Department

By:
Paul Allen

During the two year period of the project there were twenty-nine AFDC recipient mothers actively participating in the program. Of these twenty-nine, sixteen had a good attitude toward education and school authorities both before and after their experience with the project. One mother had a poor attitude toward education before her involvement with the project and this attitude appears to continue since her experience. We feel that the other twelve mothers of the original twenty-nine have shown varying degrees of improvement in their attitudes, incentives and interests. Of these twelve, two are now enrolled in Basic Education courses offered by the High School through their Adult Education Program; four have shown marked improvement in their attitudes toward education and school authorities; three are now working at our Hanford Day Care Center and supplementing their monthly welfare check; one is in training to become a Licensed Vocational Nurse; one has obtained employment as a Teachers Aide and one is employed at the Hanford Day Care Center. These last two mothers have become fully self-supporting by their employment and have been removed from the welfare rolls.

Behavioral Progress - Documentary Film*

By:
Robert Cornett

This movie was photographed mainly by Mrs. Wilda Mabry, Fels Nursery School teacher, to show samples of typical behavior of the children enrolled in this particular preschool program. Children in the program were selected because it was felt that the experiences provided in the Fels Nursery School Program would help to prepare them for public school experiences more adequately then if they began kindergarten without it. It was hoped that these experiences would result in improved self-concepts, self-confidence, self-control, interaction with others, concept understanding, communication and expectations.

The film demonstrates some of the opportunities for intellectual and physical stimulation offered by the Fels Nursery Program.

An Analysis of Behavior Traits Shown in the Film:

This movie is a portrayal of four-year-olds who are special. They are special because the Fels Nursery School experience has intervened in their development. The movie demonstrates much typical four to five year old behavior. It seems likely that the initial involvement of their parents and even the introductory experiences in the Fels Nursery School Program would effect a favorable and immediate change in the life of the child. He immediately gains more importance, his parents must treat him as an individual and he has unique experiences of his own which are likely to involve the interest of his family.

Early Behavior:

The film covers a four month period beginning with the children being brought to school by their mothers. Their teachers report that most of the children released their mother after one or two days.

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* (8 millimeter photographic record)

The second scene is of playground activities demonstrating typical four-year-old behavior as the children race wheeled vehicles around and around; some of them in pairs. It is interesting to note one child, a little negro girl observing with her thumb in her mouth, standing close to her mother.

The third scene portrays the child, mother and teacher as the child places her towel on a shelf. Each child has his own identifying animal (such as a gold fish) providing an experience with identifying themselves as individuals and this demonstrates an initial opportunity to learn to conform to mild group requirements.

The fourth scene shows the children being served a meal. It is interesting to note that there is very little interaction as each child waits to be served. In general the behavior is very docile and there is no evidence of verbal interaction.

The fifth scene shows playground behavior with much more interaction involving two or three children. Typical four-year-old "racing-about" is evident and the children are shown riding a pretend train under the influence of the teacher. The difficulty with "out-of-bounds" behavior is demonstrated by the boys fighting by the barrel and by Eva who combines "showing off" with "out-of-bounds" behavior when she refuses to slide down the slide quickly, while being photographed. It is obvious that the playground equipment provides a stimulus for social and personal exploitation and experimentation.

Scene six portrays a field trip to the farm. Mrs. Mabry points out that the morning group is made up of more out-going children while the afternoon group is made up of the more introverted ones. The morning group shows little fear of the bummer lamb which is being fed by one of the children from a bottle, while the afternoon group literally clings to each other by holding hands. This scene demonstrates more typical four-year-old behavior: i.e., showing fear of animals.

Scene seven demonstrates how excursions are a good outlet for out-of-bounds behavior as the children are shown jumping enthusiastically from bales of hay. This behavior demonstrates the children's joy with balancing, climbing and jumping. Jumping from a height is more typical of five-year-old behavior.

Scene eight portraying another meal in the nursery school demonstrates that the children are learning listening skills, how to cooperate with a group and there is again evidence of interaction, which appears to be more animated and relaxed. The sequences showing the cutting of a jack-o-lantern from a pumpkin portray the ability of the children to sit still and concentrate with a sustained attention span when an interesting activity is presented. Also the sequence is showing them picking grapes and preparing grape juice demonstrating their ability to sustain attention as well as being able to pour from a pitcher. It also portrays their remarkable experience with which to develop much needed conversation and listening vocabulary. One of the later scenes shows the large nursery blocks arranged like a house which appears to be ready for use in dramatic play. Such behavior is typical of four-and-a-half to five-year-old behavior, demonstrating their vivid imagination and desire to imitate adult activities.

The scene portraying the pinata shows children awkardly swinging a stick and illustrates the four to five-year-old physical awkardness with swinging a bat, etc. The boy still lacks some of the fine muscle coordination he'll soon acquire at five. These scenes also demonstrate the remarkable restraint shown by the children which indicates that they may be pleasantly conditioned to relate to adults as well as to learn to take their turn and share with others, a trait which is not typical of the culturally different children who have not had similar nursery school experiences.

Summary:

The Fels Nursery School movie covering a four month period shows children between the ages of four and five years as they experience various parts of the program. The film shows samples of behavior which demonstrates that these children are typical four to five year olds. There are no indications of unusual immaturity and there are no remarkable signs of maturational advancement, however, the lack of marked signs of withdrawn behavior, prolonged resistance or reluctance to participate cooperatively etc., is remarkable in itself. The fact that these children show a few signs of advancement beyond their maturational age such as being able to take their turn, concentrate for a long period of time, accept responsibility for pouring from a pitcher and passing it on to the next person indicates that these children are not only typical four-five year olds but when it is considered that this behavior is demonstrated after only four months it suggests the possibility that considerable progress will be made in the next few months. Since it is not unusual for children who are culturally different to be withdrawn, lack self-confidence, lack communicative skills and be more suspicious than trusting with adults, the fact is that these scenes show them enjoying adults, communicating to some extent with each other, being excited by demonstrations and field trips. It is apparent that they will begin kindergarten with attitudes and experiences they could not have had without their enrollment in the Fels Nursery School Program. It seems likely that the fact they are involved in the nursery school makes a situational difference not only to the children but to their parents which provides for an immediate favorable change from the moment they begin the program. For this reason, it may not be possible to show marked changes in behavior in a given child or group of children.

Recommendations:

It would appear that to photographically record differences in the behavior of culturally different children, it would be ideal if their behavior could be photographed at home or at play before entering the Fels Nursery School. Perhaps similar children who are not in the nursery school program could be photographed at a public playground.

This photographic record demonstrates the kinds of activities and opportunities which are available in the nursery program, however, it is not possible for such a film to demonstrate any real significant changes in development or behavior. One of the greatest handicaps is the lack of a record of their verbal interaction. One suggestion might be to make tape recordings of matching experiences such as a meal time, a story time where questions are asked, an illustration of a teacher helping the child to express themselves verbally when they might otherwise use nonverbal means of communication, etc. Such a sequence should be recorded at least three times: at the beginning of the program, in the middle and near the end. It might be possible to photograph changes in the ability of the children to maintain a lengthening attention span and interest in some demonstration type activity. The various types of cooperative play engaged in by the children both inside and out of the room could be photographed for comparative before and after sequences.

Comparisons could be made with the scenes in this film which demonstrate typical four to five-year-old behavior by continuing to photograph (later in the year) the outdoor playground activities to demonstrate the size of the playing groups, the extent to which sex or race might make a difference to the group participants, the length of time they are able to sit still or maintain a particular activity as well as the kinds of activities enjoyed by the children. It will always be difficult to distinguish between physical matruational growth and any growth which might be attributed solely to the nursery school experience. Perhaps scenes should be included to show the children relating to an adult near the end of the program. More scenes showing interaction between the children and the adult assistants would serve to demonstrate the opportunities for identification with adult models.

That these children look like typical four to five-year-olds may be the most significant aspect of the film.

Behavior Recorded on the Film Three Months Later:

Happy, purposeful activity, increasing interaction, more cooperative play, better muscular coordination, increasing fine muscle skills, greater self-control, increasing attentiveness, ability to follow directions, increasing sociality, cooperative group participation, increasing creative and fantasy play, judgment development, self-confidence. These are some of the traits which might be associated with the scenes in this film taken three months later. These children are approaching one of the most significant and important events in their lives: Kindergarten, school, learning. Will they be ready? The scenes in this film suggest they will be. Right now, this preschool nursery experience is probably considerably important to them because it is a stimulating, happy place where they have friends and where they have achieved significance. Look at the happy, attentive, animated faces of the children as they participate with an adult showing them pictures. They are learning to respond to oral stimuli and they are developing listening skills. The boys bouncing down a board, building and climbing, balancing and coordinating are being provided with extra opportunities to develop judgment, creativity, self-confidence. Where once these children might have been more impulsive, the scenes of the birthday party show them taking turns. Where a few months ago they may have been over-stimulated into out-of-bounds behavior by having everyone bounce balloons on a string, they now demonstrate controlled bouncy activity. Where previously many things were being done for them, they are now doing things for themselves in organized activities. In describing five-year-old behavior, Gesell and Ilg say, "Toward the end of the year two children may be found building cooperatively on the same block structure." Note the degree of cooperation and interaction as three and then four boys build a climbing place with crates. Observe the cooperation, opportunity for fantasy and creative thinking and speech as the children play house. Learning self-control, following directions, organizing are evident in the scene where the boys are making biscuits.

The film also shows that the adults demonstrate their recognition of the importance of the nursery school experience for their children, not by giving lip-service, but through personal participation. Who knows the extent to which this demonstrated acceptance of school will influence the attitudes of these children?

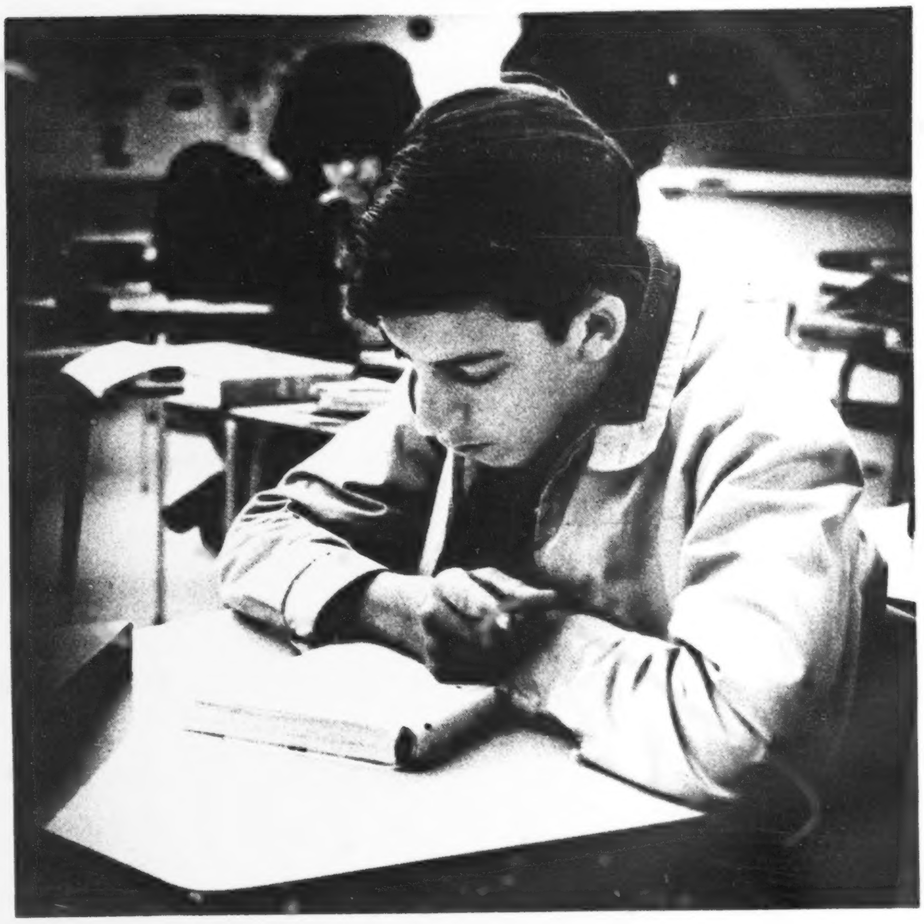
The skills these children will need for learning are being developed. Visualization, auditory discrimination, visual discrimination, kinesthetic stimuli, listening vocabulary, speaking vocabulary, social awareness, interpretations, concept integration, verbal and nonverbal organization are intellectual factors which are being enhanced in these scenes and which will be vital to the development of more adequate self-concepts, cooperative attitudes and success in school.

Though they may not realize it, these children are at work at play. It seems likely that they will be more ready for kindergarten and school than they would have been without such compensating experiences.

HIGH SCHOOL READING
AND ORIENTATION PROGRAM

HIGH SCHOOL PROGRAM DESIGN

1964-65 Program



Is his problem lack of skills or are there other reasons he can't read?

The goals and objectives of the project include experiences which will:

1. Improve the communication skills of each individual youth relative to his own capabilities.
2. Improve the self-image of each individual youth participating in the program.
3. Improve perceptual scope to the extent that each youth will find his place in and accept his respecrive responsibility to society.

To be relatively sure that these experiences prove most beneficial, the teacher must identify the kinds of experiences the students have had, identify the kinds of interests the students now have, and be cognizant of the individual needs, abilities, and differences of each and every child in the classroom. The items included below give indication of only some approaches to instruction. Creativity and enthusiasm by the teacher are essential for a successful program.

Identification of student needs, interest and experiences may be done in a number of ways including interest inventories, sociograms, studying cumulative folders, observation, case studies, individual conferences, and through role playing. Effective student motivation must be attained if students are to achieve their potential.

Experiences which the student should have and which might prove most suitable in reaching the aforementioned goals and objectives include firsthand experiences, language experiences and listening experiences and experiences based upon the student's interest.

I. Firsthand Experiences
  A. Of a primary nature
    1. Field trips to - restaurant, musicals (at C. O. S.), newspaper, radio station, television station, LNAS, Armstrong Rubber Company, county jail, hospital, honor farm, superior court trial, etc.
    2. Resource people - exchange students, artists, musicians, vocational resource people, people from minority groups, etc.
  B. Of a secondary nature
    1. Films
    2. Filmstrips
    3. Records
    4. Transcriptions
    5. Television

II. Language Experiences
  A. Oral Language
    1. Discussion and conversation
    2. Panels and debates
    3. Committees
    4. Role playing
    5. Dramatization

    Models, photographs, visuals, realia, records, tapes and tactile aids may prove valuable in the above experiences.
  B. Written Language
    1. Note taking
    2. Purposeful letter writing
    3. Story finishing
    4. Combined written and/or oral experiences
      a. Construct and describe a diorama or panorama
      b. Draw and describe a picture
      c. Draw a comic strip story of an experience
      d. Make and describe a model

III. Listening and Reading Experiences
  A. Listening Experiences with follow-up activities
    1. Listen to a transcription
    2. Listen to an oral report
    3. Listen to music
    4. Listen to poetry
  B. Reading Experiences
    1. Reading according to interest emerging from class experiences
    2. Reading according to individual interests
    3. Reading skills according to individual needs and abilities
  C. Developing Reading Abilities
    1. Diagnose individual needs
      a. Testing
      b. Observation

III. Listening and Reading Experiences (Continued)
  C. Developing Reading Abilities (Continued)
    2. Efforts to meet individual needs
      a. Plan to provide individual instruction
      b. Methods and materials for attacking specific reading problems
      c. Specific skills to be mastered should include phonic skills and word structure analysis such as
        (1) Letter recognition
        (2) Beginning sounds
        (3) Whole word recognition
        (4) Words within words
        (5) Speech consonants
        (6) Ending sounds
        (7) Blending
        (8) Vowels
        (9) Sight words
        (10) Rhyming
        (11) Syllabification

All of the above mentioned experiences should be planned with a definite goal in mind. Preparation is one of the major criteria in any successful undertaking. The teacher should review her overall plan and utilize or capitalize on the students' recent, immediate and past experiences in terms of verbal and perceptual communication.

The teacher should constantly be evaluating her program in light of the following criteria:

1. Have the students been afforded the opportunity to work in small groups?
2. What meaningful experiences based on individual interests have the children had?
3. What opportunities and experiences have the students had to promote self-importance? a good self-concept? a good self-image?
4. What activities have the students had relative to future employment opportunities?
5. Have students been given reading material commensurate with their own level and abilities?
6. Has there been any evidence of change in attitude on the part of any of the youngsters?

Selection of Participating Students:

A group of some thirty incoming Hanford High School freshmen were identified to participate in this project. These students were selected because they had very low achievement in reading, yet their potential, as indicated by their tests and I. Q. scores, was considerably greater. The project dealt essentially with some fifteen of these students, while the others served as a control group. The fifteen students in the experimental group were scheduled together for two periods of concentrated work with special instruction in reading skills. Since most of these students represented minority groups and economic deprivation, considerable time was spent in developing such things as improved self-concept, community responsibilities and career opportunities. This class was located at the new high school campus on Lacey Boulevard in one of the extra rooms which was available during the 1964-65 school year. These students were given credit in English and social studies for participation in this class. The thirty students had been thoroughly tested at the beginning of this project and comparisons of their progress both in reading and their self-image were made between the experimental group and the control group. We also planned for the fifteen experimental students to be given a few hours of work experience per week, serving as helpers with other aspects of this total project and being paid, if possible, with project funds.

The fifteen students in the experimental group were scheduled together for two periods each day, before lunch and again after lunch, so that community activities, field trips, and visiting resource persons could be incorporated as part of their curriculum.

The members of the high school coordinating committee believed that one of the greatest contributing factors to the drop-out problem and the single most important reason for lack of success in high school is difficulty with reading. They proposed this project since it was impossible to carry out such a program with district funds and because they felt that it would show a high degree of success in developing these students' potential for further achievement. They also believed that the employment potential of the project students would be increased and that a project such as this would pay for itself many times over in community benefits.

Selection of incoming Hanford High School freshmen to participate in the Fels Foundation Project for Developing Youth Potential was accomplished as follows:

1. A basic group of some one hundred five students who had been already identified by the Hanford High School counselors to comprise the "low ability group" on the basis of combined test scores and recommendation of teachers was given the California Achievement Test for Reading. On the basis of this test, some forty-five students who tested below a 5.5 average in reading skills were selected from the larger group.
2. Further selection from these forty-five students was made on the basis of comparisons between their verbal and nonverbal I. Q. scores. Thirty-seven of the above students who scored consistently higher on nonverbal than on the verbal points of the I. Q. tests were finally chosen to participate in this project.
3. The experimental group and the control group for this project were formed from the above thirty-seven students on the basis of random selection with further limitation only to provide equal representation in each group as to sex, race and national origin.
4. The experimental and control groups of fifteen each represented the following distribution.

   1 Negro
   5 Mexican   5 girls
   9 Other   10 boys

   A waiting list of four students for the experimental group and three students for the control group were also identified in a like manner.

School Attendance 1964-65

By:
Phillip West

Of the nineteen students selected as members and alternates for the experimental group sixteen are still enrolled at Hanford High School. One of these discontinued the Fels program at mid-year by his own and his parents' request. A second student withdrew from school but re-entered only a week later so was re-enrolled in the same classes including the Fels experimental group. Another student never entered the program because no vacancy occurred until April 27, too near the end of the school year for a program change. Enrollment in the experimental group, then, was fourteen at the end of this year's program.

Eighteen students were selected in the fall to be included in the control group for the Fels high school project. Three of these were no longer enrolled at the end of this year's program. Three others had withdrawn from school but re-entered during the spring semester. Two of the students who later re-entered were not continued in the control group because of their extended unenrollment. Only thirteen students were considered to be members of the control group at the close of school.

Attendance patterns do not appear to be greatly modified by experiences in the Fels program. Rather, it seems that other factors have largely determined the attitudes regarding the importance of regular participation in school. Those students who have had regular attendance habits have continued this trend. Irregular school attendance seems to be a developed pattern also. Individually the Fels program may have had an affect on attendance but there is no significant difference in the attendance records of the experimental group as compared to the control group. One student who had been chronically absent from school began to have regular attendance upon entering the experimental group. The actions of only one or two other individuals may be responsible for the differences in the group totals. A more precisely controlled analysis of attendance factors on an individual basis would be necessary to definitely determine the effects of the Fels program. It should be noted, however, that the control group had nearly one-third more unexcused absences than did the experimental group.

Since these students were selected as potential drop-outs it is expected that more of these students would leave school before graduation than the school average. The factors of drop-out are such that the value of the Fels program in keeping students in school is not known at this time. Nevertheless, the experimental group had only one student who dropped out of school losing credit for at least one semester while the control group had five.

Attendance Record
1964-65

Experimental Group	Days Absent	Unexcused
Student A	9	2
B	5	0
C	19	4
D	3	1
E	38	21
F (Transferred 3-12-65)	22	5
G	4	0
H	3	1
I (Withdrew 1-20-65)	3	0
J	20	8
K	3	0
L	1	0
M (Dropped 4-27-65)	0	0
N (Dropped 1-20-65; Re-entered 1-27-65)	26	4
O	0	0
P (Entered 1-21-65)	13	0
Q (Entered 1-20-65)	7	1
TOTALS	177	47

Control Group	Days Absent	Unexcused
Student A	8	0
B	18	0
C	2	0
D	7	0
E (Dropped 11-9-64, Re-entered 1-25-65)	17	7
F	4	0
G	1	0
H (Transferred 1-20-65)	14	4
I	16	10
J	0	0
K	5	0
L (Dropped 10-26-64, Re-entered 1-25-65)	10	9
M	10	2
N	3	1
O (Dropped 12-10-65, Re-entered 1-28-65)	18	10
P (Entered 10-27-64, Dropped 1-29-65)	17	12
Q (Entered 11-10-64, Dropped 2-2-65)	0	0
R (Entered 12-11-64)	7	5
TOTALS	157	60

Disciplinary Contact with School Authorities
1964-65

By:
Phillip West

Problems of student behavior beyond the capability of classroom teachers at the West Campus of Hanford High School are the concern of the vice-principal. Differences in the frequency of contacts which students have with the vice-principal should provide a measure of conformity to school behavior standards within the two groups.

Because these are numerous situations leading to disciplinary contacts between administrator and student, and because the significance of seemingly similar relationships has great variance, the vice-principal was asked to record his relationship with each individual in both the experimental and the control group. After several recordings had been made it was determined that certain categories of contacts which could be tabulated were developing. The tape recordings by the vice-principal were continued to be made as they provided information obtainable in no other way. Tabulating categories of disciplinary contacts provided a reasonably valid method of comparing behavioral factors of both the control and the experimental groups.

Tabulation of disciplinary contacts from October 30, 1964 to May 28, 1965, showed little if any difference between the two groups. Every individual except one in the control group had at least one disciplinary contact with the vice-principal. The one who had had no disciplinary contact dropped out of school in December of her own volition.

Three members of the experimental group had no contact with the school administrator for disciplinary reasons, but the students with the most frequent disciplinary contact was in the experimental classification.

At mid-year it seemed that being in the experimental group had had little measurable effect on the behavior of the students.

DISCIPLINARY CONTACT WITH SCHOOL AUTHORITIES	Friendly Chat	Poor Attitude	Detention	Short Suspension	Long Suspension	Probation Interview	Drop-out or Transfer	Academic Non-achievers	Other Parental Contact	Chronic Illness	Unexcused Absences	Excessive Absences	TOTALS
Experimental Totals	23	14	23	5	1	1	3	8	7	2	21	19	127
Control Totals	16	18	31	9	1	2	7	7	2	1	17	17	128

Group Counseling
1964-65

By:
John Reynolds

The youngsters in the experimental group were divided into two balanced subgroups of seven and eight pupils which were determined through brief interviews with each of the fifteen members of the experimental group. Each individual group met five times on a weekly basis.

The goals were:

1. To stimulate communication
2. To increase self-esteem
3. To increase self-determination
4. To learn to accept adults
5. To provide information of use to the project in meeting the needs of the youth involved

Generalizations:

The students felt that the program was not challenging enough for them. The Mexican-American students often expressed feelings of prejudice against them by the school authorities. The non-Mexican-Americans felt that this was not true as they, too, often had difficulties in dealing with authority figures.

There appeared to be a great difference in the students' willingness to accept adults. Their willingness appeared to increase as they found that what they said in the room was not being reported to their teacher or principal. While it was attempted to balance the groups, the functioning of the group which met immediately preceeding lunch was at a deeper level than the group which met immediately following lunch.

Recommendations:

1. The books for the reading program for these students should be rebound, combining more than one book at a level in order that the books will be thicker and more like the books of the students in the regular reading programs.
2. In setting up future experimental groups it is suggested that there should be more than one member of a racial or ethnic group. This will tend to reduce feeling of isolation.
3. Evaluate releasing students for other school activities as part of the program.
4. Have successful adult members of the subgroups represented visit the classroom, thus demonstrating success can be obtained.
5. Evaluate the class periods assigned for the experimental group programs.
6. Arrange more field trips for the experimental group to see successful minority group members working at their jobs.
7. The teacher might consider spending the final few minutes of each period with the students evaluating the day's learning experiences.

8. A thorough orientation period for the experimental group should be held at the beginning of future experimental programs.
9. Encourage the youngsters to make use of the counseling facilities by setting some time aside especially for them.

Summary:

The original goals set forth appeared to be met in different degrees by different students. Of the five sessions that took place, the fourth session was the most fruitful. Many confidences were shared. The fifth session following a break of two weeks was not as fruitful as the fourth session but considerably better than the first. It appears that there is a gradual change in many members toward the direction of the goals.

Testing Reading Achievement
1964-65

By:
Jack Cummins

In early September, 1964, all students in the low ability groups were administered the California Reading Test - 4.6 level. This included the Fels Foundation Experimental and Control Groups. The same test but a different form was again administered in early May, 1965. The three scores, Reading Vocabulary, Reading Comprehension and Total Reading were converted to Grade Placement scores for purposes of interpretation and evaluation. Following the conversion each student's fall and spring scores were compared from the point of view of gain or loss. During the course of the year the Fels Experimental Group averaged a gain of 2.4 months in Reading Vocabulary, 1.3 years in Reading Comprehension, and 8.1 months in Total Reading. The Control Group averaged a gain of 3.2 months in Reading Vocabulary, 9.5 months in Reading Comprehension, and 7 months in Total Reading. The gain for the entire low ability group was 4.2 months in Reading Vocabulary, 1.13 years in Reading Comprehension and 8.4 months in Total Reading.

Conclusion:

The findings provided no significant gains for the experimental group over either the control group or the entire low ability group. The gains in Reading Comprehension for the experimental group were of sufficient significance to warrant continued effort. The lack of gains of significance in either of the three groups in Reading Vocabulary when compared to vocabulary gains of groups of greater ability presents interesting questions: have these low ability groups reached their potential in vocabulary?, is the testing procedure valid for this level of student?, are the cultural and environmental aspects of language a controlling factor? These and perhaps other questions should become a feature in next year's study.

California Achievement Test -- Reading
Control Group

Student	Test - Sept. 64			Test - May 65			Gain or Loss		
	R.V.	R.C.	R.T.	R.V.	R.C.	R.T.	R.V.	R.C.	R.T.
A	5.1	4.9	5.1	5.5	6.3	5.9	+ .4	+ .4	+ .8
B	4.9	6.0	5.5	5.4	6.8	6.3	+ .5	+ .8	+ .8
C	4.6	4.2	4.4	4.8	6.6	5.8	+ .2	+2.4	+1.4
D	5.6	4.9	5.3	5.4	5.9	5.7	- .2	+1.0	+ .4
E	5.6	5.4	5.5	5.7	4.9	5.3	+ .1	- .5	- .2
F	4.9	5.4	5.2	5.1	6.1	5.7	+ .2	+ .7	+ .5
G	4.9	6.0	5.5	4.8	6.4	5.6	- .1	+ .4	+ .1
I	3.8	3.4	3.6	3.8	2.3	2.9	- .0	-1.1	- .7
J	4.3	3.8	4.1	5.0	5.8	5.5	- .7	+2.0	+1.4
K	4.8	4.0	4.4	5.5	6.3	5.9	+ .7	+2.3	+1.5
N	4.7	4.5	4.6	5.1	5.7	5.5	+ .4	+1.2	+ .9
R	5.5	5.1	5.3	6.6	6.9	6.9	+1.1	+1.8	+1.6
				TOTAL GAIN IN GRADE PLACEMENT			3.9	11.4	8.5
				AVERAGE GAIN IN GRADE PLACEMENT			.32	.95	.7

Test results of students who dropped out of school or who were otherwise not retested have not been included.

Social Welfare Coordination

By:
Dorothy Castiglione,
M. S. W.

My contacts with the Fels class at Hanford High School's West Campus did not begin until after Christmas vacation because my time was being spent with the preschool program.

In January, I began taking pairs of high school students to the preschool during their Fels class time. They stayed one period to observe the children and the nursery situation. After their observation, they were to prepare, with the help of their teacher, an assignment such as reading a story or a poem to be carried out with the nursery children.

The high school student visitations were intended to help both the high school and the nursery school children to do better in school, to help identify those who are going to have troubles, and to help them before they fail.

These visitations were planned to:

1. Provide experiences to increase their listening and speaking vocabulary.
2. Stimulate their curiosity by field trips, and play materials.
3. Stimulate them to communicate with words with grown-ups as well as other children.
4. To increase their feelings of self-worth by the respect of other people who consider them worthy of time and effort and patience.
5. Increase opportunities for creative expression through art, singing, etc.
6. Encourage children to accept themselves as they are and build confidence that they will be accepted by others.
7. Develop in the children a sense of personal responsibility in play situations.
8. Provide models of conduct that they can imitate.
9. Help them to accept adult leadership.
10. Help the parents in their relationships with the children, the school and the community.

Students went two at a time at 11:00 a.m., returned before 1:30 p.m. Each student had an assignment to complete and to participate in the nursery, helping freely wherever he could see a need. Reports to the high school class were to indicate what he thought of the nursery program, how effective the program seemed to be, and how effective he felt he was.

Each student in the high school class had the two visits to the nursery and completed, in some fashion, an assignment. It was felt that more time and planning should go into future assignments in order to have a more successful and satisfying experience for both the high school student and the nursery children than was actually done. The use of tape recorders to help them learn to read a story well was suggested for future assignments of this sort. All of the students enjoyed their visits and did well relating to the children. Many of the girls indicated that they would like to go back and would like to work in a nursery situation this summer.

The parents of all of the students in the class were contacted by me by letter and all but two of the parents were interviewed by me some in the office and many at home. One mother misunderstood and contacted Miss Downing, the counselor at the West Campus, who explained the program to her. I was never able to find this mother at home. There was one other parent who never contacted me, nor was she ever at home when I called.

The mothers were pleased to hear about the special class. I feel that this contact was valuable and should take place earlier if the class is to be continued, or a new class formed. I had an extended contact with one parent, whose child was referred to the Mental Health Clinic for help.

Every Monday I conducted in one of the school offices a free discussion meeting with some of the students. The meetings commenced after the semester break and continued through April, with different students participating. The most helpful meetings seemed to be with the more reticent and less mature children. I feel that the meetings might be more helpful if there were a more appropriate place to hold them.

The experiment that this class represents seems to be valuale, at least to me, in the individualization of the children and their problems. It is valuable to the extent that this can be done.

Draw-a-Person Test Evaluation

By:
Robert L. Cornett

Among the goals listed for the Fels Project for Developing Youth Potential was one to attempt to assess and influence the students' self-concepts. Over-all approaches to the assessment of self-concepts were considered such as question and answer inventories, personality scales, and individual interviews. Each of the possible approaches had limitations and none were felt to be more valid or reliable than the Draw-a-Person test which could reveal twenty selected personality traits. The DAP was selected as most suitable mainly because of its simplicity and its potentiality as a diagnostic technique.

It was felt that with a better understanding of the self-concept of these groups it would be possible to make recommendations designed to improve the motivation of the students in the experimental group. Even if changes in self-concepts were not achieved during the relatively short interval between the two administrations of the test, it was assumed that the information obtained would be useful in conjunction with other evaluation techniques in designing future experiences for these students. It was assumed that the Draw-a-Person Test would reveal similarities and differences between the two groups. Also, that similarities and differences betweenthe first and second administrations would be revealed. It was hypothesized that the second administration of the group Draw-a-Person Test would reveal changes in the self-concepts of the experimental group and that there would be less change in the self-concepts of the control group.

How the Draw-a-Person Test was Administered and Scored:

Approximately one hundred and five students in the low ability sections of the ninth grade were given the Draw-a-Person Test in an English class and the Fels class. It was explained to the students that they were taking part in a research project, the purpose of which was to better understand the students in terms of how they approach the performance of a new task. They were asked to draw a person and were allowed as much time as they needed. The students were told to draw a full figure and all of their questions were answered with a non-commital reply such as, "Do as you please," and "Make it however you want to." A special effort was made to avoid suggesting to them any parts of the figure which might be included.

The tests were administered by the curriculum coordinator according to instructions written by the school psychologist. They were then scored by a school psychologist who had at no time seen any of the students. The drawings were analyzed utilizing the Karen Machover technique for interpreting drawings of the human figure. Rating charts were developed listing the students in both groups using twenty-one personality categories based on the structural aspects of each drawing. Two evaluations of self-concept were used. These were (1) ratings of self-esteem and (2) ratings of the lack of self-concept based on a study by Bodwin and Bruck in the Child Guidance Clinic in Flint, Michigan. This study listed nine characteristics of the lack of self-concept and any student with three or more of the traits was rated as having a significant lack of self-concept. Those having two or less were rated as not having a significant lack of self-concept. The students' concern for detail was evaluated as a separate category because it was assumed that this would be an indication of their involvement in the task and would also provide an indication of whether or not students of this type had problems with details (a factor which might be significant with regard to their ability to learn). Experience in the field with this test suggested that all persons may have many of the listed traits to some extent. However, it is assumed that neurotic and psychotic persons have these traits to a greater degree than normal or average persons do.

Each drawing was scored according to a seven point scale:

+3 great tendency
+2 strong tendency
+1 slight tendency
0 cannot rate
-1 slight lack of tendency
-2 strong lack of tendency
-3 great lack of tendency

Later, as the rating charts were being prepared, it was decided that each trait would be rated according to the presence (+) or lack (-) of each trait regardless of the degree to which it may appear to be present.

TABLE I

PERSONALITY TRAITS OF ALL MEMBERS OF BOTH EXPERIMENTAL AND CONTROL GROUPS

	Experimental		Control	
Trait	January	May	January	May
Control	11 of 14 = 78%	8 of 10 = 80% (Increase)	13 of 13 = 100%	12 of 13 = 92% (Decrease)
Anxiety	13 of 14 = 93%	10 of 10 = 100% (Increase)	12 of 13 = 92%	12 of 13 = 92% (Same)
Insecurity	13 of 14 = 93%	9 of 10 = 90% (Decrease)	13 of 13 = 100%	12 of 13 = 92% (Decrease)
Exhibitionism	13 of 14 = 93%	10 of 10 = 100% (Increase)	8 of 13 = 61%	9 of 13 = 69% (Increase)
Interpersonal Relationship Difficulty	14 of 14 = 100%	14 of 14 = 100% (Same)	8 of 13 = 61%	9 of 13 = 69% (Increase)
Lack of Sociality	14 of 14 = 100%	8 of 10 = 80% (Decrease)	7 of 13 = 63%	9 of 13 = 69% (Increase)
Self-Oriented	13 of 14 = 93%	10 of 10 = 100% (Increase)	11 of 13 = 84%	11 of 13 = 84% (Same)
Immaturity	13 of 14 = 93%	8 of 10 = 80% (Decrease)	9 of 13 = 69%	9 of 13 = 69% (Same)
Hostility	10 of 14 = 71%	8 of 10 = 80% (Increase)	12 of 13 = 92%	11 of 13 = 84% (Decrease)
Concern for Detail	9 of 14 = 64%	9 of 10 = 90% (Marked Increase)	12 of 13 = 92%	12 of 13 = 92% (Same)
Conflict	11 of 14 = 78%	9 of 10 = 90% (Marked Increase)	13 of 13 = 100%	11 of 13 = 84% (Decrease)
Sensitivity to Criticism	9 of 14 = 64% Unable to rate 1	7 of 10 = 70% (Increase) Unable to rate 3	9 of 13 = 69%	8 of 13 = 61% (Decrease)
Assertiveness	9 of 14 = 64%	6 of 10 = 60% (Decrease)	10 of 13 = 76%	12 of 13 = 92% (Marked Increase)
Evasiveness	7 of 14 = 50%	8 of 10 = 80% (Marked Increase) Unable to rate 1	6 of 13 = 46%	7 of 13 = 53% (Increase)
Depression	9 of 14 = 64%	7 of 10 = 70% (Increase) Unable to rat	5 of 13 = 38%	4 of 13 = 30% (Decrease)
Impulsivity	10 of 14 = 71%	5 of 10 = 50% (Decrease) Unable to rate 2	13 of 13 = 100%	6 of 13 = 46% (Marked Decrease)
Dependency	7 of 14 = 50%	7 of 10 = 70% (Increase)	9 of 13 = 69%	12 of 13 = 92% (Marked Decrease)
Aggression	7 of 14 = 50%	7 of 10 = 70% (Marked Increase)	12 of 13 = 92%	11 of 13 = 84% (Decrease)
Rigidity	8 of 14 = 57%	7 of 10 = 70% (Increase)	11 of 13 = 84%	9 of 13 = 69% (Decrease)
Positive Self-Esteem	6 of 14 = 42%	6 of 10 = 60% (Increase)	9 of 13 = 69%	11 of 13 = 84% (Increase)
Lack of Self-Concept	9 of 14 = 64%	6 of 10 = 60% (Decrease)	12 of 13 = 92%	12 of 13 = 92% (Same)

TABLE II: INCIDENTS OF PERSONALITY TRAITS FOR EXPERIMENTAL GROUP

The traits listed below are ranked to show the most prevalent tendency first and the least prevalent tendency last.

1. 100% seemed to have difficulty with interpersonal relationships and showed a marked lack of sociality.
2. 93-100% showed signs of anxiety.
3. 90-93% showed signs of insecurity.
4. 93-100% tended to want to be noticed more than usual (exhibitionism).
5. 93-100% were self-oriented.
6. 80-93% tended to be immature.
7. 71-80% tended to be hostile.
8. 64-90% showed concern for detail.
9. 78-90% showed signs of conflict.
10. 78-80% showed a desire to control their emotional impulses or recognized their difficulty with doing so.
11. 64-70% were sensitive to criticism.
12. 60-64% were assertive.
13. 50-80% tended to be evasive.
14. 64-70% depressed (unhappy).
15. 60-64% showed a marked lack of a positive self-concept (at least three or more traits out of nine had to be present to receive a +. Many had from four to five of these traits.)
16. 50-71% impulsive.
17. 50-70% dependent (would probably respond well to nurturing teacher.)
18. 50-70% are aggressive and tend to become more so in special class.
19. 57-70% rigid (i.e., find it difficult to change values, ideas, concepts; tend to be emotionally distant).
20. 42-60% have some positive feelings of self-esteem and possibly 40% or more lack positive feelings about themselves.

TABLE III: INCIDENCE OF PERSONALITY TRAITS FOR CONTROL GROUP

1. 92% showed a marked lack of positive self-concept.
2. 92-100% showed concern about controlling their emotional impulses.
3. 92-100% had feelings of insecurity.
4. 92% showed signs of anxiety.
5. 92% showed concern for detail in human figure drawing.
6. 84-100% signs of conflict.
7. 84-92% aggression.
8. 76-92% assertive.
9. 84-92% hostile.
10. 69-92% dependent.
11. 84% self-oriented.
12. 69-84% rigid (i.e., find it difficult to adapt, change values, ideas, concepts; tend to be emotionally distant).
13. 69-84% positive feelings of self-esteem.
14. 46-100% impulsive.
15. 69% immature emotionally.
16. 61-69% difficulty with interpersonal relationships.
17. 61-69% exhibitionistic tendencies: want to be noticed, to show off.
18. 53-69% lack of sociality (may be related to self-confidence; self-esteem).
19. 61-69% sensitive to criticism.
20. 46-53% evasive.
21. 30-38% tend to be unhappy (depressed).

TABLE IV: A COMPARISON OF TRAITS BETWEEN EXPERIMENTAL AND CONTROL GROUPS

The experimental group seems to be more:

1. Anxious
2. Self-oriented.
3. Mature.
4. Have more difficulty with interpersonal relationships.
5. Tend to be less social.
6. Exhibitionistic.
7. Sensitive to criticism (both groups about the same).
8. Evasive.
9. Depressed.
10. Have higher self-concepts.

The control group students:

1. Lack self-concept.
2. Show more concern about controlling emotional impulses.
3. Have feelings of insecurity.
4. Are more concerned about details in drawing the human figure.
5. Have more signs of conflict.
6. Are more aggressive.
7. Are more assertive.
8. Are more hostile.
9. Are more dependent.
10. Are more rigid.
11. Have more positive feelings of self-esteem.
12. Are more impulsive.

TABLE V: A COMPARISON OF TRENDS FOR THE EXPERIMENTAL AND CONTROL GROUPS

Both groups increased: (showed same trend)

- Exhibitionism
- Dependency
- Positive self-esteem
- Evasiveness - Experimental group three times as much as control.
  30% - Experimental 7% Control

Experimental increased while control decreased or remained the same for:

- Self-Control
- Hostility
- Conflict
- Sensitivity to Criticism
- Depression
- Aggression - 20% Experimental
  -8% Control
- Rigidity - 13% Experimental
  -15% Control
- Anxiety
- Self-Oriented
- Concern for Detail

Experimental decreased while control increased:

- Lack of Sociality
- Assertiveness - 4% Difference - Experimental
  16% Increase - Control

Experimental decreased while control remained the same:
  Immaturity
  Lack of Self-concept

Both groups decreased: 21% Experimental   54% Control
  Impulsivity
  Insecurity

Conclusions:

1. Some of the changes (increasing or decreasing trends for a given trait) may not be different enough to be significant. However, a marked trend in opposite directions, or the same direction, may provide hypotheses for further investigation.
2. The two groups may have reacted differently to the testing situation although research seems to indicate that the examiner and the threatening situation have only a slight effect, if any.
3. The two groups were having markedly differently educational experiences. (In general, the experimental groups seem to have become more withdrawn and more defensive while tending to improve their self-concept and security. The control group seems to have increased in acting out behavior, defensiveness, and positive feelings of self-esteem).

   Both groups remain emotionally immature, insecure and seem to have reduced their impulsiveness which may be a reflection of their increasing maturity as well as their school experience.
4. The experimental group has markedly better self-concepts than the control group, but it is not possible to say whether or not this is a result of being in a special class because they were not tested before entering the group. Also, it is not known to what extent a normal group of students would reflect similar tendencies. These results may reflect the students' attitude toward their educational experiences in general.
5. These personality trends may be true of the Fels experimental group this year, however, the sample (N 10-14) is so small it should not be assumed that the next group would necessarily have the same personality tendencies.

Recommendations:

1. These students seem to recognize the need for emotional control. It is recommended that their teachers establish definite and consistent rules for behavior.
2. One should expect the students to be dependent, to wait to be told what to do. They need to be helped to become more independent. Perhaps a simple program of class government in the experimental class would help if it were established late enough in the semester for them to have received considerable instruction and practice with gradually increasing responsibility.
3. About midway through the semester, their teacher might provide them with opportunities for working together with much guidance about how to do it.
4. Give them frequent (informal) opportunities to show off (but only within their own group because they are sensitive to criticism). The teachers should make a special effort to "notice them" in a

positive, friendly, supportive, individualized way.

5. To improve their behavior and motivation for learning, compliment them when they are progressing in the right direction. Avoid criticizing them as much as possible. When correction is necessary, do it privately, avoid criticizing them before others.
6. Expect them to be evasive and suspicious. The teacher should watch for opportunities to demonstrate his belief in them and desire to stand by them. Once they believe in the integrity of the teacher, they will very likely respond with increased cooperation and trust.
7. Lessons should be concrete and oriented in terms of the "self-oriented" student. They might be designed around "people as opposed to abstract ideas or inanimate objects."
8. Do not expect them to work in committees or even in pairs at first. Provide lessons about how people work together.
9. Get them to ventilate feelings and emotions early in the year (after certain limits have been set) to help reduce tensions and anxieties.
10. Find acceptable ways for them to express their hostilities, for example, through simple debate, argument, griping sessions, drama and group discussion, group counseling might be used to encourage relatively unlimited expression.
11. Expect them to be impulsive. Design lessons to help them learn how to control their tendency to be impulsive. Provide them with highly structured though simple organization.
12. Build up their self-confidence and add to their feelings of self-esteem by planning things they can do successfully which are not beneath their dignity.
13. Periodically and systematically help them to learn about who they are in terms of their abilities (find positive ones, their ethnic and cultural backgrounds).

HIGH SCHOOL PROGRAM DESIGN

1965-66 Program

Composition of Class:

Again this year, a group of thirty incoming freshmen were identified to participate in this project. These students had low achievement in reading but had potential to improve as indicated by the regular testing program. The California Achievement Tests in Reading and the California Test of Mental Maturity indicated that these boys and girls could be expected to benefit from special instruction in reading skills. Again as last year, many of these students represented minority groups and economic deprivation. Concentrated effort in improving self-concept, creating an awareness of community responsibilities and career opportunities seemed desirable.

More attention was given to factors other than under-achievement than last year because it has been learned that the class needed to have at least two members of the same sex with approximately the same heritage if the students were to take full opportunity of the program.

The first session was held on September 18, 1965, and was composed of students having a range in nonverbal I. Q. scores of 92 to 116. The reading vocabulary score ranged from 4.3 to 7.7. Reading comprehension varied between 3.7 and 6.7. The class had six Negro members, two Mexican-American and 7 Anglos. These students were selected from a group of about one hundred which comprised the "low ability group", as was a comparable group selected for comparative evaluation. Thus the experimental and control groups are composed of similar groups of about fifteen students selected for their potential to learn but having low achievement.

Attendance:

All of the boys and girls selected for special attention in the Fels class have had good attendance records this fall. One boy, however, has been placed in the custody of juvenile authorities as a result of his activities away from school. Our conclusion last year that individual attendance patterns are improved by experiences in the Fels Program seem to be substantiated by trends this year. None of the group have been dropped from school this year as a result of misbehavior. Suspensions for misbehavior are not comparable to those last year because of a change in state law and in school policy.

Disciplinary Contacts with School Authorities:

This year, unlike last year, the school administration has had few problems with the Fels group in either discipline or attendance. Within the realm of the school there have been no excessive discipline problems. The few problems that have come to the attention of the vice-principal have not involved the same students time after time as last year and none of the problems seemed insoluable. It is difficult to say that the special attention given the Fels students this year is responsible for the few disciplinary contacts any more than we could say the many disciplinary contacts last year might have been far greater without this special class. Nevertheless, the experiences gained in the Fels class seem to be advantageous to the youth in personal adjustment and school success.

Materials:

The materials available to the Fels class reported in last year's report were available again this year. The following resources have received emphasis this past semester:

1. The tachistascope - about five to ten minutes a day.
2. S.R.A. Reading Lab, III-A - this work was carefully guided by the teacher in every detail.
3. English Can Be Easy - an English textbook written by Lawrence Shehan for students with a vocabulary and language difficulty.
4. World Geography Today - this textbook is graded down to the level of these students.
5. Audio-visual materials such as films and filmstrips on geography, reading, life adjustment, etc.
6. Outside speakers - Mrs. Libby Hollingsworth, for example, visited the class and talked to the students on the importance of education and what is being done in the Operation Head Start Program.

Achievement in Reading Skills:

Teacher evaluation and non-standardized testing indicates that the students are doing well. Most of them seem eager to learn and work to please the teacher. With only fifteen students, the teacher has time to give individualized instruction and to adjust the program to the specific needs which become evident.

Parental Contacts:

A higher percent of the parental contacts this year have been for positive reasons and for encouragement rather than resulting from disciplinary problems. There have not been as many contacts by social workers and others as last year but there have been more home visits by the teacher. Only one of the homes has been visited for student attitude improvement and in this case the parents have been very cooperative. Several visits have been made primarily to inform the parents of the success of their child.

Counseling:

The work load of counselors has not permitted an adequate counseling program. The teacher has been entirely too busy to handle this phase of the program.

The key to the greater success of the program this year is the teacher. This teacher has outstanding rapport with his Fels students. He feels that the need and purpose of the Fels program can be and is fulfilled as related to our daily school environment. However, the greater need is for the non-school environmental areas to be covered more suitably. With his heavy teaching schedule, this teacher cannot effectively cope in this more important area. It is recommended that a counselor, social worker or psychiatrist/psychologist should be available to devote more hours of work with these youngsters. Without the counselor, social worker, and psychiatrist, and their concentrated efforts, the program is not as effective as it might be.

Superintendent's Report

By:
Stratton Tarvin

It is my pleasure to offer some comments on the Fels Foundation reading program for disadvantaged students which are conducted at Hanford Joint Union High School. Although the full benefit of such a program may not be obvious for some time, it is our feeling that it has been successful and well worth the time and effort.

The grant of funds from the Joseph Fels Foundation is the type of encouragement necessary to initiate experimental programs of this sort. The normal finances of school districts such as ours virtually precludes the extra staffing, materials, and other expenditures necessary for this type of program.

From the instructional and curriculum standpoint, we have learned much from this project which will be useful to us in future programs of this sort, as well as in other aspects of our curriculum. We have recently applied for federal funds to establish a reading laboratory and reading clinic. If our application is approved, we will incorporate the reading program now financed by the Fels Foundation into a full-time program of remedial reading beginning next school year.

We are extremely grateful for the support and encouragement which the Fels Foundation trustees have provided to the staff and children of our district.

Teacher's Report
1965-66

By:
Wesley Nichols

Working with the selected students in the Fels program has been most fascinating throughout the school year. Because of the small size of the class, and because I have had them for two periods (50 minutes in length) I have been able to establish an excellent rapport with each pupil.

Students who resented or were wary about the class at the beginning of the school year are now quite enthusiastic. The students in the Fels program were given notice at the beginning of the school year that they were expected to achieve and learn. They were told certain school rules to follow and were given reasons why these rules should be followed.

I had set the following as primary goals for each member of the class:

1. To stimulate thinking through questioning and study.
2. To better the self-image of the individual.
3. To learn to follow rules established by our society.
4. To learn how important education is in a mechanized society.

In gaining my goals, the students were given regular geography, reading and English textbooks so when they were on the campus they would not appear different from the other students.

During the first semester they were given the S. R. A. Reading Laboratory, #III for a twelve week period. Also, during this period, they were given regular assignments in geography and English.

During the second semester they were given the S. R. A. Better Readers and tachistoscope work, geography assignments and assignments in literature. The routine school work was augmented by film, filmstrips, class discussions and visitation from leaders in our community; a district attorney, a Negro teller in a local bank and one of the workers at Armstrong Rubber Company.

Efforts to Achieve Project Goals:

1. Improvement of listening and speaking vocabulary has been provided through:
    a. Weekly vocabulary definition exercises. Generally the students define and spell vocabulary words that are difficult for them. These words are derived from their own writings, materials they read and speeches made by themselves.
    b. Speech activities with suggested topics by the teacher.
    c. Filmstrips to augment other vocabulary work.
2. The self-image of these students has improved by the very fact that:
    a. The teacher is interested in them as individuals and has helped them recognize their personal worth. Whenever a problem arises, we discuss it either as a group or individually. The films "Developing Leadership" and "How to Succeed in School" were very helpful and stimulated a lot of class discussion.

b. A realization of civic responsibility has been developed through their writings, discussion sessions and individual effort. The students are coming to realize the role they are playing in society. They are realizing that they must give as well as take.
c. Their teachers and the school administrators are here to help and guide them, not to hinder their activities.
d. These students are also beginning to realize that it takes study and effort on their part to become useful citizens.

Social Development:

It has been along this line that I feel we have had great success. I have in my class six Negroes (three of them great potential trouble makers), six whites (two of them potential law breakers - in fact, both have been in trouble with the authorities), and three Spanish-Americans (all very law abiding.) Of the fifteen, five are girls.

These students learned shortly after school started that what they said in the classroom never went beyond the four walls. They have learned to confide in me. Many a civil authority in town and many a teacher would be shocked at some of the names they were called in my room.

I have never expressed shock at anything I heard. In fact, when I would have a session with one of them, they did most of the talking.

For example:

"I'll kill that God Damn math teacher. Do you know what he gone and done?"
"No, what?"
"He gave me an 'F' for the day."
"Why, Jim?"
"Just because I ain't got no pencil that's why. He's always picken on me."
"Does he pick on anyone else?"
"Oh, once in awhile."
"Who?"
"Neil and Verle, but mostly me."

Another time - conversation between Mose Reese and me:

"Mr. Nichols, did you ever get into trouble?"
"Sure, lots of times."
"What kind?"
"Oh, once, I got in a fight at school with another boy."
"What did the teacher do?"
"Took his belt off and beat me."
"Really? Gosh! He was mean."
"Did you ever cut school?"
"One time my brother and I played hockey for a whole week."
"Really, D'ya get caught?"
"Yes."
"Who?"
"My father and the teacher."
"What happened?"
"We both got spanked."
"Wow! Didn't you ever get away with anything?"

"Very seldom."
"Gosh and I thought grown-ups never did things like that."
"But, Mose, I wasn't grown-up, I have since become a responsible adult."

Throughout the school year, as it is drawing to a close, I have noticed that the class is becoming much easier to handle and they are treating me with great respect. They look forward to having talks with me and I can see fewer problems discipline-wise, less hostility toward each other and less verbal hostility toward those who are in charge of adolescents. I feel that this has transpired because of several factors listed below:

1. A personal relationship between teacher and student made possible through reduced class size.
2. The teacher's permission to allow these students to vent their hostilities without fear of disciplinary measures.
3. Much listening by the teacher.
4. Successful citizens entering the classroom to discuss jobs, etc.

Recommendations:

I feel that, although I have had measurable success with these students, greater success would be achieved if this program were carried from kindergarten through grade eight.

Many of these students have developed attitudes that are hard to counter. They have already become cynical, failures in school and have had conflict with law enforcement officers. As a result, they are more evasive, cynical and hostile than they would have been in the elementary grades.

We need to help this student early to develop patterns of behavior acceptable to the society in which he will live.

Anecdotal Records
1965-66

By:
Wesley Nichols

10-5-65
I noticed Verle was sleepy as he kept yawning so I called him to my desk;
"Didn't you get any sleep, Verle?"
"Heck no, not in the whore house I live in."
"What do you mean?"
"My sister's always whorin' around with some prick."

10-18-65
Verle wanted a permission slip to go see Mr. West. When I asked him why, he said he had private business to talk over with him.

10-22-65
Verle told me he was in trouble with the police. I reported it to Mr. West.

11-17-65
Verle never takes his work home. When I asked him why, he said there is no good place to study.

11-24-65
Verle has a girl at Woodrow Wilson - her name is Marie.

3-8-66
I gave a test in geography and noticed Verle was cheating. I didn't make a point of it during the test but called him to my desk a few days later.
"Verle why do you cheat?"
"How do you know?"
"Why, I watch you."
"You mean you don't get mad or nothing?"
"Why, Verle you aren't hurting me. Why should I get mad?"
"Oh, I don't know, all the other damm teachers do."
"Let's get back to my question."
"What's that?"
"Why do you cheat?"
"Because I don't know the answers and I want an 'A'."
"Do you think I should give you an 'A' if you cheat?"
"No, I guess not."

10-14-65
I noticed Verle - very unattentive and a rather disruptive influence on the class.

10-15-65
I noticed that Veda Thomas has a real desire to please and to learn.

11-18-65
I visited Veda's mother tonight. A very nice person and very interested in her children. She is not living with Veda's father. She is going to night school and hopes to become a practical nurse. The home is a neat and trim place. It is in the Home Garden tract.

1-18-66
Veda got an 'A' on her semester finals in Fels I. She certainly was pleased.

12-10-65
"Jim, may I see you?"
"Okay."
"Why are you always needling Lynn and Moss?"
"Don't know! Just funnin."
"Do you know it annoys people?"
"I don't mean nothin by it. We're just playin - they do it to me."
"I know it."
(long pause)
"Do you like Veda, Mr. Nichols?"
"Sure, why?"
"Just asked."
"Do you like her?"
"Sure, we screw around a lot."
"What do you mean screw?"
"Oh, funnin - messin around and stuff."
"Oh!"

1-21-66
I watched Warren when I was administering S. R. A. Better Readers.
He's really not reading but slyly watching the fastest reader and when she finishes, he also "finishes" and jots down the time one notch ahead of her so he'll be "first."
Also, when he answers the questions, he slyly looks back and checks his answers, or changes them when he corrects them.
I talked to Warren about his reading. The conversation went something like this:
"Warren, how do you like your S. R. A. Better Reader?"
"Oh, fine."
"Do you like the stories?"
"Which?"
"Warren, let's read some of this story."
At this point, I handed Warren one of the stories he had supposedly read.
He read a portion rather falteringly.
"You know, Warren, you really aren't a very fast reader, are you?"
"I guess not."
"Have you really been reading these stories? Have you really been keeping the right time?"
At this point, Warren was on the verge of tears.
I did not press the matter any further - but gave him a reassuring pat and told him we'd discuss it further some other time.

2-15-66
Warren certainly wants to please. He tries hard but isn't achieving much.

Reading Achievement

Standardized reading achievement scores were obtained by administering the California Achievement Test - Reading in September of 1965 and an equivalent form of the same test in April of 1966. During the interim period the students were given many diagnostic tests to help determine their needs; informal achievement tests to determine their progress; and exercises, to improve vocabulary, comprehension, and speed. All of these were used to assist in providing an effective remedial and corrective program suited to the needs of the individual students.

Upon entering the class in September the class grade placement reading mean for Vocabulary as measured by the CAT was 5.66 and Comprehension 5.35 giving a total reading mean of 5.51. Retesting in April, 1966 showed an average grade placement increase in Vocabulary of .66 or two-thirds of the increase expected for average students in the course of a school year. In Comprehension, however, the group showed an increase of 1.42 which is considerably better than might usually be expected, especially for students with a record of underachievement.

The mean increase for Total Reading for the year was 1.1. The individual range of measured improvement was from 0 to 2.6. The student showing no increase in achievement became confused while taking the test in April and entered her answers incorrectly, making the test an invalid measure of her progress during the year. Both she and the teacher felt there had been an increase in her reading abilities.

Exercises to assist students to increase the rate of their reading were included in the Spring semester's activities. There was no attempt to achieve "speed reading" but rather to help the students to read at a rate that would be appropriate for the materials being read and one that would permit the student to achieve satisfaction from his reading. Several techniques for measuring speed and comprehension were used but the scores derived from exercises in the S. R. A. Better Readers seem to be most useful for comparative purposes and are reported in the following table. The last two columns indicate the change in speed from February to March using other materials which the students chose to read. Because the difficulty of the materials may have been quite different in these informal tests the change in rate may not be, in reality, as dramatic as it appears. Nevertheless, the results show that the students were having success in increasing their speed and success is what these students need to encourage continued progress.

Fels - Freshmen - CAT Reading - September 1965 - April 1966

(Comparison in grade placement.)

NAME	READING VOCABULARY			READING COMPREHENSION			TOTAL READING		
	Sept.	April	Gain or Loss	Sept.	April	Gain or Loss	Sept.	April	Gain or Loss
Student A	7.7	7.1	- .6	6.0	6.3	+ .3	6.6	6.6	---
B	5.1	5.8	+ .7	3.8	5.5	+1.7	4.5	5.7	+1.2
C	6.0	6.9	+ .9	5.7	7.8	+2.1	5.9	7.5	+1.6
D	5.7	7.5	+1.8	4.2	7.4	+3.2	5.0	7.6	+2.6
E	4.1	6.2	+2.1	3.3	6.0	+2.7	3.7	6.2	+2.5
F	5.8	6.2	+ .4	5.2	5.9	+ .7	5.5	6.1	+ .6
G	6.6	6.6	---	6.4	7.8	+1.4	6.5	7.3	+ .8
H	4.3	4.5	+ .2	5.7	6.4	+ .7	5.0	5.4	+ .4
I	5.5	6.2	+ .7	5.9	6.6	+ .7	5.8	6.5	+ .7
J	5.8	5.7	- .1	5.2	6.3	+1.1	5.5	6.1	+ .6
K	4.9	6.0	+1.1	5.9	6.5	+ .6	5.4	6.4	+1.0
L	6.4	7.1	+ .7	5.6	7.2	+1.6	5.9	7.2	+1.3
M	5.7	6.4	+ .7	6.7	8.4	+1.7	6.4	7.5	+1.1
TOTAL GAIN			9.3			18.5			14.4
TOTAL LOSS			.7			----			----
NET GAIN	5.66	6.32	8.6	5.35	6.77	18.5	5.51	6.62	14.4
AVERAGE GAIN PER STUDENT			.66			1.4			1.1

NOTE: In Reading Vocabulary, April, student A became confused and entered her answers incorrectly. The resulting score, therefore, may not accurately reflect a vocabulary change.

Reading Progress Chart
1965-66

Below are the recorded scores of the students in the S. R. A. Better Readers when they started the course and their current scores.

The first two columns represent the start of the course. The next two columns represent current ratings.

The last two columns represent any material the students choose to read.

	Reading Speed 2-7-66	Comprehension 2-7-66	Speed 4-12-66	Comprehension 4-12-66	Speed 2-7-66	Speed 4-12-66
A	136	5	264	18	212	265
B	96	8	121	14	170	150
C	166	9	197	17	219	312
D	94	7	116	17	164	ab
E	76	8	230	20	213	ab
F	133	10	183	16	104	216
G	140	12	204	15	135	202
H	94	7	152	16	90	153
I	82	8	121	14	105	115
J	72	16	109	17	143	128
K	88	9	166	18	113	221
L	101	14	197	16	121	ab
M	116	14	221	18	150	214
N	99	11	212	15	134	233

Attendance Comparison Study

The failure of one or two individuals to attend school regularly has so much effect on the cumulative absences for these small groups that comparison between the control group and the experimental group is rather meaningless. A comparison of the attendance of a particular individual with his attendance in previous years should have been correlated to see if any significant changes had occurred, perhaps as the result of his experiences in the Fels program.

Teacher visits to the homes of Fels students resulted in statements of parental support for the program. When coupled with other efforts to improve attendance it is assumed that attendance by members of the experimental group was better than it would have been had no special efforts been undertaken. Members of the control group received no special attention regarding attendance. The school authorities regard attendance as having great influence on school success.

Attendance Record - Fels Group
1965-66

Student	Excused	Unexcused	Not Enrolled	Total Absences
A	12	0	0	12
B	0	0	0	0
C	0	0	0	0
D	29	1	0	30
E	2	0	0	2
F	2	3	0	5
G	9	0	0	9
H	0	0	0	0
I	21	1	0	22
J	5	13	0	18
K	8	9	0	17
L	16	11	0	27
M	3	8	0	11
N	6	0	0	6
O	6	13	Dropped 11-29-65 to CYA - returned to Continuation School	19
	119	59	—	178

Attendance Record - Fels Control Group
1965-66

Student	Excused	Unexcused	Not Enrolled	Total Absences
A	2	11	0	13
B	10	24	0	34
C	0	0	0	0
D	8	1	0	9
E	3	0	0	3
F	6	4	0	10
G	6	0	0	6
H	9	0	0	9
I	11	10	0	21
J	4	0	0	4
K	2	1	0	3
L	11	0	0	11
M	3	0	0	3
N	8	0	0	8
O	8	1	0	9
	91	52	0	143

BUDGET

1964-65 Budget

INCOME FOR PROJECT:

Fels Foundation	$15,000.00
California State Welfare Department*	7,346.50
Community Contributions For services, equipment and educational materials as itemized and listed separately on "Schedule of Local Help."	----
TOTAL INCOME	$22,346.50

*Pilot project funds for special private-public agency cooperative day care projects are provided for our program by the California State Department of Welfare and administered by the Kings County Welfare Department. Three dollars per day are provided for day care services for those project children in the following categories:

1. AFDC families whose parents are in training for employment or receiving educational or vocational rehabilitation services.
2. Families with retarded children.
3. Seasonal or migrant farm labor families.
4. Low-income (not over $4,000 per year) non-welfare families with parents in training or employment, or receiving educational or vocational rehabilitation services.

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DISPERSAL OF FUNDS:

Hanford Jt. Union High School District (Partial salary of Fels Project teacher and supplementary materials.)		$2,000.00
Hanford Elementary School District (Salary, retirement and benefits for the two preschool teachers and the matron. - 7 months) Services provided from November 1, 1964 through May 31, 1965		$9,237.03
2 - 1/2 time teachers $2,800 each, at a rate of $400.00 a month for seven months	$5,600.00	
1 - Matron - $1.80 per hour for six hours a day up to $216.00 a month for seven months	1,512.00	
For retirement, state compensation insurance social security, and other benefits such as blue cross insurance	1,107.00 ($8,219.00)	

Hanford Elementary School District (Continued)

Additional Expenditures		
Cost of moving and renovating building (Over and above $1,500 paid by Hanford Elementary School District)	$116.33	
Instructional Supplies	42.98	
Custodial Supplies	14.40	
Fence Installation	275.00	
Utilities	194.43	
Maintenance of building	374.89	
	($1,018.03)	
Kings County Superintendent of Schools Office		$7,233.59
School Social Worker (Travel, $108.33; Retirement, $300.47; Salary, $3,000.00 = $3,408.80)	$3,408.80	
Salary for yard care and equipment maintenance and custodian	240.00	
Cost of Lunches (Paid to Hanford Elem. School District)	964.25	
Snack - Juice and Crackers (Also included in this cost are miscellaneous kitchen supplies.)	123.61	
Painting of Building	230.00	
Paving	495.05	
Miscellaneous Expenditures (Educational materials, instructional supplies, janitorial supplies, and yard improvement supplies.)	1,771.88	
	($7,233.59)	
Equipment		$60.82
Lawn Mower	$24.33	
Autoharp	36.49	
	($60.82)	
	TOTAL EXPENDITURES	$18,531.44

Services Performed (Without Reimbursement)
1964-65

Kings County Superintendent of Schools Office:

Temporary Loan of Building Housing (Preschool Program - rent)	$ 300.00
Services of Project Director (Coordinator, testing and evaluation consultants.)	3,600.00
Consultant Fees	300.00
Secretarial Services, Supplies, Publications and Mailing	1,200.00
Loan of stove, refrigerator, kitchen sink and cabinets	300.00
	$5,700.00

Hanford Elementary School District:

Lunches for this year (Insurance, O.A.S.D.I., retirement, transportation, and equipment depreciation.)	700.00
Transportation (Through February 16, 1965, 55 miles @ %.50 per mile)	27.50
Classroom Equipment for the Year (Heater, chairs, mop and press, drinking fountain and miscellaneous classroom equipment.)	2,000.00
Supervision by Principal for Year	500.00
Psychological Services for Year	700.00
Secretary time for the Year	200.00
Travel Expense for the Year (Nurse's auto, attendance and welfare auto, trips to Fresno and Tulare, etc., with Falcon, Dist. Maint. Vehicles.)	400.00
Administration for the Year (Superintendent, Assistant Superintendent, Foreman, Building and Grounds, Delivery, Warehouseman, Bookkeeper, Principal Account Clerk, Psychometrist, Attendance and Welfare, District Librarian and Nurse)	2,000.00
	$6,527.50

Kings County Health Department:

Physical Examinations and Health Services	
Director of Laboratory - 4 Hrs. @ $4.14 per hour	16.56
Director of Nursing - 4 Hrs. @ $3.78 per hour	15.12
Public Health Nurse - 24 Hrs. @ $3.33 per hour	79.92
Clinic Nurse - 5 Hrs. @ $2.95 per hour	14.75
Clerical - 3 Hrs. @ $2.15 per hour	6.45
Materials - Lab.	45.00
	$177.80
TOTAL SERVICES PERFORMED WITHOUT REIMBURSEMENT	$12,405.30

Breakdown of expenditures of the $1,500.00 paid by the Hanford Elementary School District for moving and renovating building.

Dan Parra, moving main building	$ 340.00
Dan Parra, moving storage unit	52.50
Roy Parsons Plumbing	698.77
Central Lumber (lumber)	187.65
Ace Plumbing (toilet fixtures)	78.00
LaCavalier Electric	177.18
Install water service	57.73
Pacific Telephone Installation	24.50
	$1,616.33
$1,500 paid by Hanford Elementary School District	- 1,500.00
Amount paid by Fels Foundation	$116.33

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BUDGET SUMMARY

INCOME:

Joseph Fels Foundation, Inc.	$15,000.00
California State Welfare Department	7,346.50
TOTAL INCOME	$22,346.50

EXPENDITURES:

Hanford Jt. Union High School District	$ 2,000.00
Hanford Elementary School District	9,237.03
Salary for School Social Worker	3,408.80
Salary for Yard Care and Custodian	240.00
Equipment	60.82
Miscellaneous (Educational Materials, Supplies, etc.)	1,771.88
Lunches	964.25
Snack - Juice and Crackers	123.61
Painting of Building	230.00
Paving	495.05
	$18,531.44
BALANCE	$3,815.06

1965-66 Budget

INCOME FOR PROJECT:

Beginning Balance --	$ 3,815.06
Income from Fels Foundation ------------------------------	9,984.94
Income from Welfare Department ---------------------------	4,866.00
TOTAL BUDGET	$18,666.00

EXPENDITURES:

Hanford Jt. Union High School District (Special Project Teacher and Supplementary Materials)	$ 2,000.00
Hanford Elementary School District	
(Balance of 1964-65 School Year to be Applied to bills for the 1965-66 School Year.) ------------------	3,815.06
Paid to Hanford Elementary - Includes Teachers Salaries, Insurance, Retirement, and other miscellaneous expenditures. --	6,190.79
Social Worker and Community Coordinator - Salaries ---------	1,350.00
Travel Reimbursement -------------------------------------	20.70
Retirement ---	59.74
Custodian and Yard Maintenance Man -----------------------	393.75
Mothers of Children in Fels Preschool Program ------------- (For working one-half day in Nursery each week.)	690.00
For Juice and Other Miscellaneous Items -------------------	240.39
Lunches --	803.37
Catering of Lunch for Mothers Meeting (Workshop) -----------	43.00
Photographic Supplies ------------------------------------	130.96
Lab Tests on Fels Children -------------------------------	15.00
Physical Examinations ------------------------------------	45.00
Consultants --	275.00
Miscellaneous Repairs to Building and Grounds and Carpenter's Salary -------------------------------------	141.81
Miscellaneous Expenditures -------------------------------	205.67
Equipment - Tricycles ------------------------------------	28.06
Stamps plus miscellaneous cost for printing final report ---------------------------------------	120.00
Community Coordination Committee ------------------------- (Scholarship Fund)	2,097.70
TOTAL EXPENDITURES	$18,666.00

COMMUNITY COORDINATION SCHOLARSHIP PLAN

FELS FOUNDATION SUPPORT FOR THE COMMUNITY COORDINATION SCHOLARSHIP PLAN

A request to the Fels Foundation that the $2,097.70, of project funds, left after expenses were paid, be applied to the Community Scholarship Fund has been approved by the Foundation. This Scholarship Fund is administered by representatives of the following cooperating agencies:

American Association of University Women - Hanford Branch
    Mrs. Alverda Gruwell, Representative
Hanford Chapter NAACP - Mrs. Ann Cole, Representative
Hanford Jt. Union High School - Mrs. Abegail Thyarks, Representative
Interracial Christian Friends -
    Fred Pope, President - Carl Eberle, Representative
Kings County Community Action Organization - Myron Levi, President
Kings County Superintendent of Schools Office - Robert Bair, Representative
Y's Men Club - Maki Hase, Representative

The continuing source of funds for this scholarship program is an annual spring barbecue held at Coe Park. Current assets of the fund when combined with the Fels Foundation Contribution totals $3,673.80. However, five youth have already been selected to receive $200.00 each to pursue their education this fall. The important and somewhat unique aspect of this fund relates to the philosophy which guides the identification and counseling of those youth who need special help and the selection of actual recipients. The major goal of the student aid plan is the same as for our original Fels Foundation Project-- To help children and youth find fulfillment and success in our society commensurate with their potential. The plan is for those youth who will need extra help to become productive citizens to be identified early in their high school career. A community counselor will be selected to guide each of these youth, to be concerned about his problems and to help him make decisions during his adolescent years. The scholarship funds are to be used for those youth who must have financial help for educational pursuits in order to be a contributing and productive member of our community.

The scholarships awarded by the community coordination plan have no racial or ethnic limitations, however, the agencies cooperating in the plan hope in some small way to attack locally the type of problem presented by the Council of Economic Advisors in their 1966 annual report to Congress: "If Negro jobless rates and productivity could be boosted to the white level, our total gross national product would be increased $27 billion a year. This is a measure of our annual loss because of inequality."